J. E. Young Academic Center

10621666006068

Principal's Name: Carson Wood

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

Consolidated Program Assurances

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 Engagement 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 Secretary – Dania Torres			X		
4. Elisa Musso		X			
5. Shaun Brown		X			
6. Esther Otega		X			
7. Cynthia Moore			X		
8. Gabriel Vazquez				X	
9. Sosi Vogt				X	
10. Jaylynn Matlock					X
11. Jazmine Rendon					X
12. Marisol SantaCruz					X
13. Natalie Vogt					X
14.					
15.					

Check the appropriate box below: N/A
□ **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: J. E. Young Academic Center			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Carson Wood	*(signature)*	5/14/24
SSC Chairperson	Gail Neufeld	*(signature)*	5/14/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

JE Young - 0240

ON-SITE ALLOCATION

3010	Title I	$38,086 *
7090	LCFF Supplemental & Concentration	$70,639
7091	LCFF for English Learners	$10,937

TOTAL 2024/25 ON-SITE ALLOCATION   **$119,662**

* 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	$1,523
Remaining Title I funds are at the discretion of the School Site Council	$36,563
Total Title I Allocation	$38,086

JE Young Academic High 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	0 pts	-61.5 pts	2023-2024	65 pts
SBAC ELA - percentage of students met/exceeded standard	✔	23.68 %	29.8 %	2023-2024	35 %
SBAC Math - Average distance from standard	✔	0 pts	-115.5 pts	2023-2024	65 pts
SBAC Math - percentage of students met/exceeded standard	✔	7.05 %	3.7 %	2023-2024	25 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

2022-2023 SBAC ELA- A total of 101 11th grade students took the ELA SBAC. 7 students exceeded standard; 22 met standard. 23 nearly met standard and 49 did not meet standard.

2023-2024 SBAC Math- A total of 74 11th grade students took the math SBAC. 1 student exceeded standard; 2 met standard. 11 nearly met standard and 60 did not meet standard.

It is evident that students need more time on ELA and Math skills. One area of focus that did not happen as frequently as it should have was weekly classroom walk-throughs and the monthly discussion about the identified needs from walk-through visits.

JEY did have both winter and summer sessions for the 2022-2023 school year, as well as winter session for the 2023-2024. Summer Session will also be offered.

We continue to monitor student's attendance and academic progress. Often chronic attendance has a negative effect on academic progress which equates to lower SBAC assessment scores. If a student is not academically successful, we have to evaluate whether Independent Study is the right placement for the student. Counselors have academic progress meetings with students. If it is deemed that a student needs

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

Students who attend J.E. Young come most often because they are credit deficient. Students who get back on track for graduation at J.E. Young are given the opportunity to return to their HAZ. However, students who are not motivated or capable of working independently often don't get back on track for graduation while at J.E. Young. J.E. Young has transition meetings to determine which students meet the criteria to transition to CHS, DHS, or FAS. Some families will take advantage of the transition; however, since the pandemic, J.E. Young has not been able to transition many students to the continuation schools due the continuation schools being at attendance capacity. This puts the J.E. Young students who need to transition to a daily program at a disadvantage to get daily instruction.

When students are credit deficient, and they come to J.E. Young, they are often placed in the courses they previously failed. When it comes time to take the SBAC and iReady assessments, students must take their grade level assessment; however, they may not be enrolled in their grade level course due to the student retaking a failed ELA or math course. The timing of their grade level courses might not correspond with the timing of the test. In addition, due to JE Young being an independent study school, students don't come to school everyday and they may not be enrolled in math or ELA at the time the state and district assessments are given, which puts them at a disadvantage of not having learned the content they will be tested on.

something more than Independent Study, we will have a conference with parents to discuss other educational options offered within FUSD.

iReadyELAD2- proficiency- percentage of students on/above: The majority of students at J.E. Young are credit deficient and far below grade level in ELA and math. This has a negative impact on their iReady assessments as well as SBAC, and ELPAC assessments as well as their academic progress. The number of of EL and SpEd taking the 2023-2024 iReady assessments for ELAD2 was 35 for ELA For ELA 3 students scored at the 11th grade level, 1 at the 9th grade level, 3 at the 8th grade level, and the remaining scored at the elementary level ranging from K-5.

2023-2024 iReady MathD2 - proficiency- percentage of students on/above Of the 21 EL and SpEd students who took the Math D2 assessment one 11th and two 12th student scored at the Alg I level. The remaining 19 students below at the elementary leel ranging from K-6.

For the 2022-2023 school year, J.E. Young offered a winter session, as well as 4 summer sessions, and 3 Saturday sessions for the 2022-2023 school year. For the current 2023-2024 school year, J.E. Young offered winter session and will offer summer session. Students also have the opportunity to work on their courses in Advisory and in Community Leadership. All of these opportunities are in place to give students more time to attain credits. Teachers will make it a priority for students to test. Administration will monitor the numbers tested. Phone calls will be made home and messages will be sent through Teams, as well as through Parent Square.

The Alternative Education region holds frequent PAC's, ILT's and regional collaborative events to coordinate resources and programs to best meet the academic and social emotional needs of students as they transition within the region or return to their HAZ.

Another inequity JEY students face is that J.E. Young is not a neighborhood school. J.E. Young services students from all FUSD high schools. Even though students are provided with a bus pass, that in itself does not always get students to come to school, especially on days when the weather is bad. This has a negative effect on students being academically successful because they are losing instructional time. This often causes students to feel like giving up.

These inequities hold true for all of the low-performing student groups. When students struggle academically in Independent Study, it's often because they don't have the strong academic supports outside of school. They don't spend as much time away from school working on their course work which often causes them to not catch up on credits as quickly as they should.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

For the 2022-2023 school year, J.E. Young's actual ELA SBAC % for students who met or exceeded standards was 29%. The Math SBAC % for students who met or exceeded standards was 3.7%. This data shows that J.E. Young students are in significant need of not just credit attainment, but individual/small group instruction to support their academic proficiency. Due to the severe credit deficiencies of students entering Independent Study throughout the school year, there is a need to continue goals of the 2022-2023 SPSA to make ELA and Math a priority for academic improvement and to decrease the number of off track seniors.   J.E. Young continues to use an online curriculum platform. We also continue to use Advisory and Community Leadership as times for teachers to meet with their students to review academic credits/progress, mentoring and coaching and additional time for students to work on courses they are struggling in.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

JE Young will offer 0 and 7th period classes to give students more opportunities to get academic support. In addtion, a class to improve literacy skills will be implemented. With the start of several CTE classes beginning in the 2024-2025 school year, there will be opportunities for students to work on ELA and Math skills in real-world, student-centered learning environments.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Educational Field Trips Can the Edge Videos be optional; but students can go back and watch if needed. Can there be $ for PBL for real-world learning Communication skills - build up for real-world application. Group Pojects	ELAC is combined with SSC.	Look into funding for an after school math and essay tutoring lab. Continue to have students take SBAC and ieady in Advisory so the teacher can incentivize with elective credits. Provide rich supplemental texts via the Farber library.

Action 1

Title: Decrease Off-Track Seniors - High School

Action Details:

By the end of the 2023-2024 school year, J.E. Young will decrease the number of off-track seniors by 10% based on the number of total off-track seniors enrolled throughout the school year.

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

Weekly classroom walk-through monitoring by administration will continue to be a focus for reviewing instructional protocols. The instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations based on collected data from walk-throughs.

Total credits at the beginning of the school year.

Total credits at each reporting period.

Owner(s):
Principal

Vice-Principal

Office Manager

JEY Counselors

Timeline:
August, 2024 to June, 2025.

Weekly, monthly, quarterly progress monitoring.

Number of students attending an in-person after school extended learning session.

Counselor to monitor monthly off-track senior progress

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

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

I-Ready Student Assessment Data comparisons

Online Data Reports

Chronic Absenteeism

Continue the 10-day Winter Session

Continue with 4 summer school sessions

Dual-Enrollment Data

Teachers will discuss in their PLC's specific ways to support students who are academically behind.

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

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

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

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

Teachers will work one-on-one w/students to assess their learning gaps doing reteach as needed. Work with students on goal setting.

Teachers will contact parents regarding student progress.

School Social Worker will be notified as needed to support students displaying social/emotional concerns.

CWA to do home visits re: chronic absences or when we can't get a hold of parent.

Parent Conferences are scheduled w/teachers, counselors, administration to discuss students progress towards graduation as well as to address chronic absenteeism.

SST's are scheduled as needed.

Testing for SpEd services are completed to determine if a student needs any accommodations.

The school nurse will also be brought into meetings as needed to support with any possible medical concerns.

CWAS

All certificated teachers

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 mentoring & coaching. Providing good first instruction and making sure students who are taking a class for the first time have supports put into place so they get the help they need, before falling behind in the class.

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

JEY's Tier 3 approach to instructional services is that the site transition team will determine appropriate placement. Teachers will know who their EL students are so they can support their EL students more effectively. Teachers have the opportunity to take district let EL PL as offered by the district. Teachers will know who their low-performing students are so they can support those students more effectively.

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

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing in the orange in both English Language Arts and Math according to the CA Dashboard. This data on the CA Dashboard does include eLearn Academy with JEY data.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support. English Learner Services will be utilized for professional development to support English Learner students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learner students by:

1. Teachers utilizing strategies that support English Learners.

2. Offering reading intervention classes.

3. Offering 0 & 7th period classes.

4. Incorporating more hand-on classroom activities.

5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.

6. ELPAC chats with students re: importance of reclassifying to RFEP.

7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.

8. Incorporate more written language into classes.

9. Get more EL students involved in school-wide activities/events.

10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassificaation process.

11. Parent Communication in the preferred language

12. Parent translation at meetings to support parents understanding how their student is doing academically.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups were identified in the red on the CDE Dashboard; however, Hispanic, African-American and EL students are the lowest performing student groups identifying in the orange on the CDE Dashboard. eLearn Academy's data is combined with JEY data on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support all low performing student groups offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for liteacy and math support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. Theses expenses may include academic and attendance awards, pizza party for high credit earners and 98-100% positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc for the CSSW/SSW to have for students as needed. Field trips that support the academic/college experience may also be paid for out of 7090/7091.

4. As a site: What are planned actions to support this student group?

J.E. Young's low performing student 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 are in place to support their academic needs, as well as monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing 11th and 12th grade students to enroll in dual enrollment courses. This will support students who transition to the junior college after high school graduation. It is our goal to help students get the supports and services they need to help them be academically successful. Other actions planned to support the low performing student groups are:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.

2. Activate Background Knowledge.

13. Provide information about the services Parent University offers families.

14. Provide information about the services the EL department provides families.

15. Parent conferences as needed.

4. As a site: What are planned actions to support this student group?

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

6. Parent Communication: Phone, CWA Home Visits, emails, parent conferences

7. Academic Counseling

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

9. School Social Worker Referral as needed

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

11.Teachers knowing who their EL students are so they can provide interventions to   them more effectively

12. Teachers can participate in EL trainings as provided by the district and other   agencies.

13. EL data is reviewed at every grading period. The Leadership Team evaluates   data and prescribes the necessary interventions or programs.

14. ELPAC Data

15. Designated ELD support for students

16. ERWC course for seniors who have not completed ther ELA courses.

17. Technology as needed: tablets, headphones, hotspots

18. Students use guided-notes from online learning platform

19. Increase engagement with student materials/supplies, swag, caps/gowns, grad   support, senior trips.

20. Dual enrollment materials and support

21. Online Learning Platform Speech to text and Text to Speech to support EL   students with comprehension of texts as well as video support with   comprehension.

22. Provide content rich supplemental texts via the new library at Farber.

3. After school extended learning opportunities.

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

6. Parent Communication: Phone, CWA Home Visits, emails, parent conferences

7. Academic Counseling

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

10. School Social Worker Referral as needed

11. Utilize instructional strategies that focus on improving students' academic   performance.

12. Utilize video tutorials for visual and audio supports for comprehnsion within the   online learning platform

13. Work with low-performing socio-economic groups too progress monitor and   provide interventions as needed

14. Teachers knowing who their low-performing students are so they can support   them more effectively

15. Teachers may have the opportunity to participate in trainings if the district   provides PL through iAchieve.

16. Review data on low-performing sub-groups at every grading period. The   Leadership Team evaluates data and prescribes the necessary interventions or   programs.

17. Work with SPED team to progress monitor and provide interventions for identified   special education students who are low-performing.

18. Create a communication loop between ISGI and teachers focused on   transitioning and receivin students glow-performing special education students.

19. Technology as needed: tablets, headphones, hotspots

20. Designated ELD support for student who are both EL and are in a low-   performing group.

21. Online Learning Platform Speech to text and Text to Speech to support students   from low-performing sub-groups with comprehension of texts as well as video   support with comprehension.

22. Provide content rich supplemental texts via the new library at Farber.

Action 2

Title: Decrease off-track 9-11th grade students

Action Details:

By the end of the 2024-2025 school year, we will decrease by 10% the number of 9-11th grade students who are off -track based on the number of total off-track 9-11th grade students throughout the school year.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Total credits at the beginning of the school year.

Total credits at each reporting period.

Number of students attending the after school extended learning session.

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

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

Online Data Reports

iReady ELA/Math Data

SBAC Assessment Data

Continue the 10 day Winter Session

Continue 4 Summer School Sessions

Dual Enrollment (11th grade)

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

Teachers will discuss in their PLC's specific ways to support students who are academically behind.

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

Use internal dashboard as well as the data collected from Equity and Access such as formative and summative assessment data such as SBAC, iReady, diagnostic assessments to monitor student growth, earned credits to monitor progress towards graduation, attendance, etc.

Alt Ed regional commitments to review alt ed data

Share monthly data w/staff during staff meetings

Leadership team to review data and discuss ways of improving/sharing with ILT who can share in PLC mtgs and at staff mtgs

Teachers will work one-on-one w/students to assess their learning gaps doing reteach as needed.

Work with students on goal setting.

Teachers will contact parents regarding student progress.

School Social Worker will be notified as needed to support students displaying social/emotional concerns.

CWA to do home visits re: chronic absences or when we can't get a hold of parent.

Parent Conferences are scheduled w/teachers, counselors, administration to discuss students progress towards graduation as well as to address chronic absenteeism.

SST's are scheduled as needed.

Testing for sped services are completed to determine if a student needs any accommodations.

The school nurse will also be brought into meetings as needed to support with any possible medical concerns.

Owner(s):

Principal

Vice-Principal

Office Manager

JEY Counselors

CWAS

All certificated teachers

Timeline:

August 2024 to June 2025

Weekly, monthly, quarterly progress monitoring.

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

JEY's Tier 1 approach to instructional services is our Independent Study Instructional Model (ISIM) scheduling and course sequencing using the GVC (Edgenuity), as well as mentor coaching. Providing good first instruction and making sure students who are taking a class for the first time have supports put into place so they get the help they need, before falling behind in the class.

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

JEY's Tier 3 approach to instructional services is that the site transition team will determine appropriate placement. Teachers will have the opportunity to attend EL PL as provided by the district. Teachers will know who their EL students are so they can support their EL students more effectively. Teachers will know who their low-performing students are so they can support them more effectively.

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

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

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

Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.

Specify enhanced services for EL students: Write to the data points called out in the metrics section. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing in the orange in both English Language Arts and Math according to the CA Dashboard. This data on the CA Dashboard does include eLearn Academy with JEY data.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support. English Learner Services will be utilized for professional development to support English Learner students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learner students by:

1. Teachers utilizing strategies that support English Learners.
2. Offering reading intervention classes.
3. Offering 0 & 7th period classes.
4. Incorporating more hand-on classroom activities.
5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.
6. ELPAC chats with students re: importance of reclassifying to RFEP.
7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

No student groups were identified in the red on the CDE Dashboard; however, Hispanic, African-American and EL students are the lowest performing student groups identifying in the orange on the CDE Dashboard. eLearn Academy's data is combined with JEY data on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support all low performing student groups offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for liteacy and math support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. Theses expenses may include academic and attendance awards, pizza party for high credit earners and 98-100% positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc for the CSSW/SSW to have for students as needed. Field trips that support the academic/college experience may also be paid for out of 7090/7091.

4. As a site: What are planned actions to support this student group?

J.E. Young's low performing student 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 are in place to support their academic needs, as well as monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing 11th and

8. Incorporate more written language into classes.

9. Get more EL students involved in school-wide activities/events.

10. Providing information to parents of English Learner students about the   importance of building students' language skills as well as the reclassificaation   process.

11. Parent Communication in the preferred language

12. Parent translation at meetings to support parents understanding how their   student is doing academically.

13. Provide information about the services Parent University offers families.

14. Provide information about the services the EL department provides families.

15. Parent conferences as needed.

4. As a site: What are planned actions to support this student group?

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

6. Parent Communication: Phone, CWA Home Visits, emails, parent conferences

7. Academic Counseling

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

9. School Social Worker Referral as needed

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

11. Online Learning platform videos that support students in comprehension with   visual and audio

12.Teachers knowing who their EL students are so they can provide interventions to   them more effectively

13. Teachers can participate in EL trainings as provided by the district and other   agencies.

14. EL data is reviewed at every grading period. The Leadership Team evaluates   data and prescribes the necessary interventions or programs.

15. ELPAC Data

16. Designated ELD support for students

17. ERWC course for seniors who have not completed ther ELA courses.

18. Technology as needed: tablets, headphones, hotspots

19. Students use Guided Notes from online learning platform

20. Increase engagement with student materials/supplies, swag, caps/gowns, grad   support, senior trips

12th grade students to enroll in dual enrollment courses. This will support students who transition to the junior college after high school graduation. It is our goal to help students get the supports and services they need to help them be academically successful. Other actions planned to support the low performing student groups are:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated   lessons.

2. Activate Background Knowledge.

3. After school extended learning opportunities.

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

6. Parent Communication: Phone, CWA Home Visits, emails, parent conferences

7. Academic Counseling

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

9. School Social Worker Referral as needed

10. Utilize instructional strategies that focus on improving students' academic   performance.

11. Online Learning platform videos that support students in comprehension with   visual and audio

12. Work with low-performing socio-economic groups too progress monitor and   provide interventions as needed

13. Teachers knowing who their low-performing students are so they can support   them more effectively

14. Teachers may have the opportunity to participate in trainings if the district   provides PL through iAchieve.

15. Review data on low-performing sub-groups at every grading period. The   Leadership Team evaluates data and prescribes the necessary interventions or   programs.

16. Work with SPED team to progress monitor and provide interventions for identified   special education students who are low-performing.

17. Create a communication loop between ISGI and teachers focused on   transitioning and receiving students low-performing special education students.

18. Technology as needed: tablets, headphones, hotspots

19. Designated ELD support for student who are both EL and are in a low-   performing sub groups.

20. Online Learning Platform Speech to Text and Text to Speech to support all   students from low-perfoming sub-groups as needed.

21. Students use Guided Notes from online learning platform as needed.

21. Dual enrollment materials and support

22. Online Learning platform Speech to Text and Text to Speech to support EL   students with comprehension of texts as well as the videos to support with   comprehension.

2024-2025 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology / Furniture	20,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	9,427.00

$29,427.00

05/10/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✔		7.1 %	2023-2024	8.2 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	87.65 %	89.3 %	2023-2024	90.4 %
Graduation Rate	✔	85.3 %	71.4 %	2023-2024	87.5 %
Graduation Rate (English Learner)	✔		54.1 %	2023-2024	60 %
Graduation Rate (Hispanic)	✔		68.7 %	2023-2024	74 %
Graduation Rate (Socioeconomically Disadvantaged)	✔		70.3 %	2023-2024	75 %
Graduation Rate (Students w/ Disabilities)	✔		58.1 %	2023-2024	65 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

CCI - % of students who are Prepared (Students w/Disabilities)- J.E. Young has a small student population of students w/disabilties serving students (26) who recieve RSP services. The CDE Dashboard for the 22-23 school ending shows no performace level for students who are prepared (students w/Disabilities).

Fall Climate & Culture Student Suvey- Student Centered and Real World Experiences - The fall 2023 student survey shows a 3% increase from 87% on the spring 2023 survey to 89% on the fall survey. This is 16% higher than the district average. Although we showed a 3% increase and reached the goal in this domain, we strive to get close to 100% favorable in all domains of the Climate and Culture Survey. The JEY Climate and Culture Team closely looks at the survey data and brings the results to the JEY staff. As a collective group, they determine specific domains to focus on as a school.

Gaduation Rate- J.E. Young's graduation rate based on the CDE dashboard declined 12.8% for the 2022-2023 school year. This data includes eLearn Academy who is combined on the CDE dashboard with J.E. Young. This decline may be attributed partially to J.E. Young enrolling students for the 2022-2023 school year, who met the criteria to go to one of the FUSD continuation sites, but due to those sites being at or above enrollment capacity, 90 students came to J.E. Young. The decline is reflected in each of the student groups listed below.

Graduation Rate (EL)- 54.1% (37) of EL students graduated in 2022-2023. This is a 23.9% decline from the

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

CCI-

Fall Climate & Culture Survey- Student Centered and Real World Experiences- JEY students overall feel they are getting student centered and real world experiences based on the fall survey data. One area that we need to improve upon is looking at ways to have more students involved in real world experiences. Our Public Services course is not a one day a week course. If a students schedule is impacted with the classes they need for credit attainment, they may not have room in their schedule to add an additional day to take specific courses that meet 2-3 days a week. The online curriculum of Edgenuity, doesn't give students opportunities for student centered and real world experiences. This is something that needs to be built into Edgenuity classes so all students get student-centered and real world experiences.

Graduation Rate-

J.E. Young's enrollment is fluid. Students are enrolling at J.E. Young all year long. For the 2023-2024 school year, J.E. Young began the year in August with with 271 students. Currently JEY's enrollment is 364. JEY has 269 Hispanic students with 21 classified as students with disabilities and 50 students who are EL. 37 White students with 4 classified as students with disabilities. 30 African American students with 3 classified as students with disabilities. 12 students of two or more races and 8 students in the Asian student group with one being an EL student. The 28 students who are classified as students with disabilities recieve RSP services. However, the RSP services they receive in Independent Study is 30 minutes of case management

previous year.

Graduation Rate (Hispanic)- 68.7% (195) Hispanic students graduated in 2022-2023. This is a 15.4% decline from the previous year.

Graduation Rate (Socioeconomically Disadvantaged) - 70.3% (259) socioeconomically disadvantaged students graduate in 2022-2023. This is a 13.5% decline from the previous year.

Graduation Rate (Students w/Disabilities) - 58.1% (31) of students with disabilities graduated in 2022-203. This is a 17.9% decrease from the previous year.

by the assigned ISGI as well as accommodations per their IEP. 24 of the students with disabiilties also fall into one of the low-performing groups - African American or Hispanic.

Some of the students that JEY enrolled last year (2022-2023), who met the eligibility criteria for one of the continuation sites did not graduate on time due to their credit deficiency, which was often a result of chronic absenteeism. Another factor that may be an inequity is that students who recieved daily RSP services prior to transitioning to JEY lose the daily RSP services they received at the comprehensive site. They only recieve 30 minutes of case management from the ISGI as well as any accommodations as written in their IEP.

Many Students at JEY have social emotional needs which often creates chronic absenteeism which effects their academic progress towards graduation. The social workers work with the students providing in-school services and/or outside social emotional services; however, there are times that the student and/or the parent declines the services which has a negatve effect on their progress towards graduation because they are not gettinig the supports they need.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

J.E. Young had a target of 87% on the Climate and Culture Survey in the domain of % favorable in student-centered/real-world experiences. The actual target surpassed that and had an actual 89% favorable in the domain which was higher than the district % of 73% in the student-centered/real-world experiences domain. Budget expenditures to support Goal 2 have been used for student activities and include: lunch time activities, field trips to colleges, Open House, Back to School Night, senior trip, senior swag, caps and gowns, graduation pictures, barbeques, career fair, etc.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

More planning to increase the number of families participating in the Climate and Culture survey needs to be done. The lowest performing student groups (Hispanics and African American) need to be a focus for the 2024-2025 school year. This is not to say that all student groups don't need to be a focus; J.E. Young needs to find a way to support all students more effectively.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Volunteering Class to help students prepare for a jobs: apply, resumes, professionalism	ELAC is combined with SSC	Library to work at adding more titles in various languages as well as bilingual editions. Have students partner with community organizations to develop real-world connections.

Career Inventories

Mock Interviews

Career Presentations by community partners - Students present their portfolios

Internships - 2nd semester - often lead to employment

Guest speakers - Motivational

Action 1

Title: Dual Enrollment - High School

Action Details:

By the end of the 2024-2025 school year, J.E. Young student enrollment and course completion numbers in dual enrollment courses will increase by 10% of the 2023-2024 year end course completions.

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

Details	Owner(s):	Timeline:
Enrollment numbers: Dual Enrollment Rosters for Fall 2024 and Spring 2025.	Principal	August 2024 - June 2025
College units/high school elective credits: Dual Enrollment Grades for Fall 2024 and Spring 2025.	Vice-Principal	Weekly, monthly, quarterly progress monitoring.
Dual Enrollment Data Summary provided to administration at the end of each semester.	Dual Enrollment Teacher	
Weekly grade review/progress in Counseling and Advanced to College (ATC) courses - FCC Canvas	Academic Counselors	

Absenteeism

Teachers will work one-on-one w/students to assess their learning gaps doing reteach as needed.

Work with students on goal setting.

Teachers will contact parents regarding student progress.

School Social Workers will be notified as needed to support students displaying social/emotional concerns.

CWA to do home visits re: chronic absences or when we can't get a hold of parent.
Parent Conferences are scheduled w/teachers, counselors, administration to discuss students progress towards graduation as well as to address chronic absenteeism.

SST's are scheduled as needed.

Testing for sped services are completed to determine if a student needs any accommodations.

The school nurse will also attend meetings as needed to support with any possible medical concerns.

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

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

Mentor coaching, Fresno City College Instructor

Provide materials and supplies, technology, equipment maintenance, transportation, local mileage, teacher and staff subs or supplemental contracts to support goals.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing in the orange in both English Language Arts and Math according to the CA Dashboard. This data on the CA Dashboard does include eLearn Academy with JEY data.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support. English Learner Services will be utilized for professional development to support English Learner students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learner students by:

1. Teachers utilizing strategies that support English Learners.

2. Offering reading intervention classes.

3. Offering 0 & 7th period classes.

4. Incorporating more hand-on classroom activities.

5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.

6. ELPAC chats with students re: importance of reclassifying to RFEP.

7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.

8. Incorporate more written language into classes.

9. Get more EL students involved in school-wide activities/events.

10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassificaation process.

11. Parent Communication in the preferred language

12. Parent translation at meetings to support parents understanding how their student is doing academically.

13. Provide information about the services Parent University offers families.

14. Provide information about the services the EL department provides families.

15. Parent conferences as needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

No student groups were identified in the red on the CDE Dashboard; however, Hispanic, African-American and EL students are the lowest performing student groups identifying in the orange on the CDE Dashboard. eLearn Academy's data is combined with JEY data on the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

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3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. Theses expenses may include academic and attendance awards, pizza party for high credit earners and 98-100% positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc for the CSSW/SSW to have for students as needed. Field trips that support the academic/college experience may also be paid for out of 7090/7091.

4. As a site: What are planned actions to support this student group?

J.E. Young's low performing student 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 are in place to support their academic needs, as well as monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing 11th and 12th grade students to enroll in dual enrollment courses. This will support students who transition to the junior college after high school graduation. It is our goal to help students get the supports and services they need to help them be academically successful. Other actions planned to support the low performing student groups are:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.

2. Activate Background Knowledge.

3. After school extended learning opportunities.

4. Make instruction accessible with teacher/mentor coach support

4. As a site: What are planned actions to support this student group?

1. Provide multiple exposures to vocabulary through the GVC and teacher generated   lessons

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

6. Parent Communication

7. Academic Counseling

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

9. Parent Conferences

10. School Social Worker Referral as needed

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

12. Teachers knowing who their EL students are so they can provide interventions to   them more effectively

13. Teachers can participate in EL trainings as provided by the district and other   agencies.

14. EL data is reviewed at every grading period. The Leadership Team evaluates   data and prescribes the necessary interventions or programs.

15. ELPAC Data

16. Technology as needed: tablets, headphones, hotspots

17. Identify chronic absenteeism

18. EL - If EL and SpEd - Create a communication loop between ISGI and teachers   focused on transitioning and receiving students low-performing EL/ SpEd   students.

19. Review data on low-performing EL students at every grading period. The   Leadership Team evaluates data and prescribes the necessary interventions or   programs.

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. Work with low-performing socio-economic groups too progress monitor and   provide interventions as needed

13. Teachers knowing who their low-performing students are so they can support   them more effectively

14. Teachers may have the opportunity to participate in trainings if the district   provides PL through iAchieve.

15. Review data on low-performing sub-groups at every grading period. The   Leadership Team evaluates data and prescribes the necessary interventions or   programs.

16. Work with SPED team to progress monitor and provide interventions for identified   special education students who are low-performing.

17. Create a communication loop between ISGI and teachers focused on   transitioning and receiving students low-performing special education students.

18. Technology as needed: tablets, headphones, hotspots

19. Identify chronic absenteeism.

Action 2

Title: Job Development

Action Details:

By the end of the 2024-2025 school year, the Job Developer will increase the number of career related presentations and events by 10% from the 2023-2024 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

CCR Data

Job Developer sign in sheets when working with students on resumes, class presentations, guest speakers

Calendar w/scheduled presentations and guest speakers

Flyers promoting presentations and guest speakers

Owner(s):

Principal

Vice-Principal

Office Manager

Academic Counselors

Job Developer

Timeline:

August 2024-June, 2025

Weekly, monthly, quarterly progress monitoring.

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

Work Permits

Flyers for presentations/events

Job Board

Materials/Supplies/Books/Technology

Guest Speakers

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing in the orange in both English Language Arts and Math according to the CA Dashboard. This data on the CA Dashboard does include eLearn Academy with JEY data.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support.   English Learner Services will be utilized for professional development to support English Learner students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learner students by:

1. Teachers utilizing strategies that support English Learners.

2. Offering reading intervention classes.

3. Offering 0 & 7th period classes.

4. Incorporating more hand-on classroom activities.

5. PLC's analyzing data to determine next steps on closing the academic gap for EL   students.

6. ELPAC chats with students re: importance of reclassifying to RFEP.

7. Utilize student groups in classes which will give EL students more opportunity to   practice oral language skills.

8. Incorporate more written language into classes.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

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4. As a site: What are planned actions to support this student group?

J.E. Young's low performing student 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 are in place to support their academic needs, as well as monitoring achievement

9. Get more EL students involved in school-wide activities/events.

10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassificaation process.

11. Parent Communication in the preferred language

12. Parent translation at meetings to support parents understanding how their student is doing academically.

13. Provide information about the services Parent University offers families.

14. Provide information about the services the EL department provides families.

15. Parent conferences as needed.

4. As a site: What are planned actions to support this student group?

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons

2. Activate Background Knowledge.

3. After school extended learning opportunities

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

6. Parent Communication

7. Academic Counseling

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

9. Parent Conferences

10. School Social Worker Referral as needed

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

12. Teachers knowing who their EL students are so they can provide interventions to them more effectively

13. Teachers can participate in EL trainings as provided by the district and other agencies.

14. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

15. ELPAC Data

16. Technology as needed: tablets, headphones, hotspots

17. Identify chronic absenteeism

18. EL - If EL and SpEd - Create a communication loop between ISGI and teachers focused on transitioning and receiving students low-performing EL/ SpEd students.

19. Review data on low-performing EL students at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing 11th and 12th grade students to enroll in dual enrollment courses. This will support students who transition to the junior college after high school graduation. It is our goal to help students get the supports and services they need to help them be academically successful. Other actions planned to support the low performing student groups are:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.

2. Activate Background Knowledge.

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11. Utilize instructional strategies that focus on improving students' academic performance.

12. Work with low-performing socio-economic groups too progress monitor and provide interventions as needed

13. Teachers knowing who their low-performing students are so they can support them more effectively

14. Teachers may have the opportunity to participate in trainings if the district provides PL through iAchieve.

15. Review data on low-performing sub-groups at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

16. Work with SPED team to progress monitor and provide interventions for identified special education students who are low-performing.

17. Create a communication loop between ISGI and teachers focused on transitioning and receiving students low-performing special education students.

18. Technology as needed: tablets, headphones, hotspots

19. Identify chronic absenteeism.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0240 JE Young Independent Study (Locked)						
G2 - Expand student-centered and real-world learning experiences						
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			Books & References / FCC Bookstore Dual Enrollment Site Licenses	10,000.00

$10,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		58.8 %	2023-2024	53.2 %
Suspension Rate - Semester 1	✔	1.48 %	1.3 %	2023-2024	0.97 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism-

The 2022-2023 school year, the chronic absenteeism rate for the year was 25.1%; however, this rate from the CDE dashboard is the % for J.E. Young and eLearn combined. Currently for the 2023-2024 school year, Power BI shows J.E. Young's chronic absenteeism rate at 22.3% and the severely chronic absenteeism rate at 33.5%. Currently 27% have good attendance and 17.2% have manageable attendance.

During the 2022-2023 school year, there were no student groups in the red performance level for chronic absenteeism, but again, this combines the data for J.E. Young and eLearn. For the current 2023-2024 school year, there are 42.3% (22 students) who have severely chronic absenteeism and 19.2 (10 students) who have chronic absenteeism. Of these, 7 EL students, 7 students with disabilities have severely chronic or chronic absenteeism. The Hispanic student group has 89 students with severely chronic absenteeism and 61 studets who have chronic absenteeism. The White student group has 13 students who have severely chronic absenteeism and 9 with chronic absenteeism. The African American student group has 8 students who have severely chronic absenteeism and 9 students with chronic absenteeism.

JEY administation, counselors and CWA continue to meet and discuss attendance concerns with students and parents. The CWA sends out attendance notifications, makes phone calls andif attendance does not improve, will make home visits to meet with families about the students' attendance and the effect it has on their academic progress. The VP and CWA continue to monitor and have discussions with students and families if the attendance does not improve after a home visit has been made. In an effort to not drop students for chronic absences, a DPI referral is submitted so that another attempt can be made to get the student back to school.

Suspensions-

J.E. Young's suspensions are low in comparision to the district. To date for the 23-24 school year, J.E. Young has had 9 suspensions for a total of 32 suspension days. However, looking at the district

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

J.E. Young is not a neighborhood school, therefore, it is more of a challenge for students to get to school. J.E. Young does not have school transportation to and from school. 31-Day FAX bus passes are provided to students who need them; however, students' parents often are not comfortable with their student riding the city bus. Many times when a parent calls in an absence for their student it is due to lack of transportation getting their student to school. J.E. Young also has a large population of students who suffer from a variety of health conditions which prevent them from coming to school often.

All of these contribute to chronic absenteeism. When the CWAS does home visits to make connection with families about their student's chronic absenteeism, the CWAS often finds no one at home, having to leave a business card with a note to contact the vice-principal regarding attendance. Most of the time there is no contact made by the family. Another concern is that families will not update their contact information with they move, or change their phone number. This results in the school not being able to contact families regarding chronic attendance. One way the school tries to address this is by archiving the student's Edgenuity courses. In most cases this will cause the student to come to school where they have to meet with the VP to discuss attendance. A new emergency card is given to the student to have their parent complete and return.

As an Independent Study school, J.E. Young uses the ADA model which is the number of hours of work a student completes that calculates into the number of positive attendance. For the 1st semester of the 2023-2024 school year, there have been 186 zero contracts which reflects zero student work for the contract period which is typically 3 weeks. Often, the zero contracts are due to chronic absenteeism; this also results in a signiicant amount of ADA lost.

Suspensions-

The Hispanic student population make of 8 of the 9 suspensions for the current 2023-2024 school year. One student with 2 or more races make up 1 suspension. The Hispanic student group, is one of the lowest performing student groups. J.E. Young's suspension rate metrics for the end of the 2022-2023 school year which is pulled from the CDE Dashboard includes eLearn Academy K-12 which was approximately 1,200

suspension data, it reflects that J.E. Young has 27 suspension for a total of 112 days of suspension. This is becuase suspension data for students who transition to J.E. Young throughout the school year is attached to the school where the student is enrolled.

students, as well as J.E. Young which was approximately 400.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Our intended actions for the 2023-2024 school year was to increase positive attendance and decrease chronic absenteeism. The current 2023-2024 positiive attendance rate is 77.96% which is up nearly 6% for the same time period in 2022-2023. The increase in attendance can be attributed to having a CWAS that started in January 2023. Prior to the hiring of the CWA we had a vacant CWAS position due to a retirement. Although we have students who have chronic absences, the CWAS works hard to make contact with both the student and parent via phone, attendance letters, home visits, as well as scheduling parent/student conferences with the vice-principal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Moving forward to the 2024-2025 school year, as we transition to the Farber Educational Campus, we will be combining 3 alternative ed programs into one school. We will have multiple CWAS to support with chronic absenteeism. In addition, Farber will offer a variety of CTE programs which will be engaging to students which should decrease chronic absenteeism due to students wanting to come to school for real-world learning experiences. Our goal is to decrease the chronic absenteeism by more than the target identified in the metrics. In addition, we will be able to offer more student engagement opportunities as we will have a full-time Campus Culture Director. For the current 2023-2024 school year, our CCD was also teaching science classes, one of which was a brand new zoology class. Another goal is to have more active clubs. For the 2023-2024 school year, we had a few staff members who said they would be a club sponsor. Club Rush took place each day for a week so that students who don't attend everyday, had the opportunity to sign up for a club if they wanted. However, due to the nature of JEY students' changing schedules, a lot of the clubs did not take off and become active clubs.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

More events for students.

Wellness information (posters, etc) to promote healthiness.

$ for incentives.

Monthly perfect attendance awards

Pizza party for perfect attendance

Warning for smoking, etc. referral to Prodigy, etc.

Restorative Practice (SSW, Admin, etc) for preventative measures

2 ELAC:

ELAC is combined with SSC.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Create a transition center as an alternative to suspension an a means to counsel with students regarding behavior Encourage a reward system that helps all students participate in meaningful interactions/activities throughout the school. Have leadership students plan cultually diverse activities/events. Have more organized volunteer activities for students.

Anger Management classes

Is there curriculum for substance abuse, etc?

Support groups/peer mediators

Action 1

Title: Student Engagement

Action Details:

By the end of the 2024-2025 school year, we will increase student engagement/participation from the current 73% in 2023-2024 to at least 85% of students being engaged and participating in school-wide activities.

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

Details	Owner(s):	Timeline:
Atlas Engagement Tool	Principal	August, 2024 to June, 2025
Student Sign-in Sheets	Vice-Principal	Weekly, monthly, quarterly progress monitoring.
Student Conference Enrollments	Office Manager	
ASB	Counselors	
Quarterly and weekly review of enrollment by school site and program	Campus Culture Director	
Grade and Attendance Review by counselor's, teachers and administration	Certificated Teachers	
Completion of yearly Culture and Climate surveys	Classified Staff	

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

Extra Pay contracts for club sponsors

CCD meetings/trainings

Club supplies such as art supplies, board games, Award Certificates, postage for home mailers,

Transportation for field trips

SEL strategies (School Connect, etc.)

EL strategies

PAC/RSJ Committee - ASB & A4

CCST team

Goal 2 funds

Academic Awards

FCC enrollments

College Field trip (in-person and virtual)

School Clubs

Provide opportunities for all students to participate in Goal 2 activities

Continue some virtual student activities on Teams

Parenting Class -Connecting with students

Monthly report on unique students and event data

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

Career Fairs

School Choice Expo

College Night

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

Engagements for Seniors / Grad

Class trips

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No student groups were identified in the red on the CDE website. However, we will continue to work towards increasing academic achievement for the English Learner student population as well as to help more student reclassify out of EL. One way to do this is by increasing student engagement.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support.   English Learner Services will be utilized for professional development to support English Learner students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

1. Teachers utilizing strategies that support English Learners.

2. Offering reading intervention classes.

3. Offering 0 & 7th period classes.

4. Incorporating more hand-on classroom activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

No student groups were identified in the red on the CDE Dashboard; however, Hispanic, African-American and EL students are the lowest performing student groups identifying in the orange on the CDE Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support all low performing student groups offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for liteacy and math support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. Theses expenses may include academic and attendance awards, pizza party for high credit earners and 98-100% positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc for the CSSW/SSW to have for students as needed. Field trips that support the academic/college experience may also be paid for out of 7090/7091.

5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.

6. ELPAC chats with students re: importance of reclassifying to RFEP.

7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.

8. Incorporate more written language into classes.

9. Get more EL students involved in school-wide activities/events.

10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassificaation process.

11. Parent Communication in the preferred language

12. Parent translation at meetings to support parents understanding how their student is doing academically.

13. Provide information about the services Parent University offers families.

14. Provide information about the services the EL department provides families.

15. Parent conferences as needed.

4. As a site: What are planned actions to support this student group?

Among academic needs, the social emotional needs of an EL student are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating EL students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports are in place to support EL learning needs, as well as monitoring achievement levels on both the iReady district assessment and SBAC assessment data. In addition, encouraging EL students to get involved in school activities will help them feel more connected to school. 71 % (37) EL students have currently been involved in student engagement activities during the 2023-2024 school year as of March.

4. As a site: What are planned actions to support this student group?

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 are in place to support their academic needs, as well as 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. All students are encouraged to participate in student engagement activities. JE Young believes the more students and their families are engaged in school activities, the better students will perform academically and that student attendance will improve. It is our goal to help students get the supports and services they need to help them be academically successful.

2024-2025 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Local Mileag			Mileage for Admin and CWA	5,976.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Open House / BTS Night / Adobe Site Licenses-March	45,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	7,500.00
G3A1	Sup & Conc	Instruction	Communicatio			Increase Student Engagement and Participation - Communication with Student and Parents	4,991.00
G3A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Support	1,148.00

$64,615.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	92.15 %	92 %	2023-2024	93.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

During the 2023-2024 school year, J.E.Young Abby has 17 full-time teachers, one teacher who is shared with other sites as the work experience teacher. There are 11 females, 6 males; 4 Spanish Speaking teachers; 1 Hmong Speaking teacher. There are 9 White, 2 African American, 5 Hispanic, 2 Asian teachers. J.E. Young Satellites have 14 full-time teachers. There are 6 females, 8 males; 2 Spanish Speaking teachers; 7 White, 5 Hispanic, 2 Asian teachers. As we enter the 2024-2025 school year, we will focus on hiring, retaining and building capacity of a staff that reflects the diversity of our students. We serve the most underserved students, enrolling them from the comprehensive high schools across all regions of FUSD. We must have a staff that has understanding, patience, empathy and reflects the diversity of our students.

When looking at the Fall 2023 Staff Climate and Culture Staff Survey, one domain did not change; two domains increased; 4 decreased. Although there was a decrease in 4 domains. The student wellness domain is at 100% favorable. The student centered and real world experiences domain was the lowest at 88% responding favorable. The other domains range from 92% favorable to 96% favorable.

Although all the of the % are highly favorable for all 7 domains, the 4 domains that declined: Family Engagement, Student Engagement, Academic and Social Emotional Learning, Student-Centered Real-World Experiences, are concerning. The CCST has been looking at the survey data, bringing the data to the staff and collectively exploring why certain domains declined and discussing ways to increase those domains.

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

A decline in family engagement and student engagement may be contributed to a language barrier as well as school proximity to where families live. J.E. Young's lowest-performing sub-group is the Hispanic population. Although the students speak English, many of their parents/guardians do not. Only 4 teachers and permanent clerical staff speak Spanish. JE. Young has had many clerical substitutes during the 23-24 school year; some speak Spanish, but some do not. The lack of Spanish speaking staff creates a barrier for parents when they contact the school. Often, a Spanish speaking staff member has to be found to help the family. Many of J.E. Young teachers utilize their Spanish speaking colleagues or request a Spanish speaking office staff member for Spanish translation calls and meetings. They also utilize the ERC CWAS for the Hmong phone calls, which is a very small sub-group at J.E. Young.

The JEY CWAS does not speak Spanish; however, she utilizes Spanish speaking office staff to translate phone calls or when she is doing home visits, the CWAS will call the office and have one of the office staff members translate to a Spanish speaking parent via the phone.

Another concern is that many families do not update their contact information when it changes: phones are not in-service, families have moved. This makes it difficult to communicate information with families about their student or about school events. Often, when a parent meeting is scheduled to discuss academics, attendance, etc., parents do not show up for the scheduled meeting. This lack of communication can lead to families not knowing/understanding the lack of academic progress for their student. J.E. Young is also not a neighborhood school for most of its students, so it's hard to get families involved in some school events such as parent luncheons and School Site Council, especially if the event is after the school day has ended.

Student Engagement has been a challenge at J.E. Young. There are some students who are involved in Leadership and participate in school activities if it it is held on the day they are at school. For the 2023-2024 school year, some teachers were going to be club advisors, but many of the clubs didn't take off. This is in large part due to the nature of the independent study schedule. Students are not at school every day, so if there is a club they are interested in, they may not be able to participate if the club meeting is on a day they don't have school, even though they could come just for the meeting, they don't, again because the school is not in close proximity to their homes. Due to the nature of the independent study schedule of students not

being at school every day, not all students can attend activities even though activities are held on various days of the week to give as many students an opportunity to participate as possible.

The academic learning for students depends on students having their FUSD provided electronic device that they must bring to school each day. Since J.E. Young uses an online learning platform for the curriculum, it's vital that all students have a laptop when they are at school. Students will sometimes forget their device, and/or their charger, which means they have to borrow a device/charger from the school. When a student's device quits working, they have to return it to one of the district's FLATS centers to exchange it out. This is often an inconvenience to the student/family when they have to go to the FLATS Center; not all families live near one of the FLATS Centers and lack of transportation is often a factor. It often takes families several days to get to the FLATS center, so we need to make sure that students can work when they come to school without their device. In addition, many families don't have adequate internet so working from home poses some challenges for our students. Although the district does check out hotspots to families, the hotspots are only good as long as they have data, and often, with the hotspot being the only Wi-Fi in the home, all family members are tapping into it and the data runs out very quickly, leaving students unable to adequately do their online work. Often, the SSW will go to the FLATS center to exchange a laptop or get a hotspot for a student. Teachers cannot support students with their academics if the students are not prepared when they come to school, or do not have the adequate technology at home when they are doing their work.

All of these inequities could be contributing factors as to why we saw a decline in some domains on the staff Climate and Culture Survey.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

For the 2023-2024 school year, there was some teacher and classified staff movement. A new Work Experience teacher joined J.E. Young due to a retirement. We hired a new P.E. teacher in January due to a teacher moving to be one of our satellite teaching positions. We also brought over a satellite teacher to our Abby location to replace a teacher who retired. We reduced the CCD position from a full-time teacher We have had an attendance clerk vacancy due to the attendance clerk being promoted to office manager. Classified substitutes have been supporting with attendance calls, and general clerical work.

Intended Actions:

1. J.E. Young participates in the FUSD teacher recruitment fairs.
2. Continue to network and build relationships with the FCC and CSU Fresno as well as other community partnerships.
3. Strive to create a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.
4. Build a professional learning community committed to fostering confidence and hope, so that students graduate and aspire to greatness.
5. Build a culture where all people are valued and included in the process of decision making.
6. Build a campus culture where inclusion is the norm and organically grown.
7. Build a culture where all staff has the opportunity to take part in site, district, and out of area professional learning.
8. Ensure that there is a culture where all employees have the necessary tools to be successful.
9. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation opportunities for all students.
10. JEY Admin, CWA's, and some teachers will attend CCIS, CASCWA, ACSA, and other PL opportunities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Going into the 2024-2025 school year, bringing J.E. Young, Cambridge, and eLearn all to the Farber Educatonal Campus, there will be more bi-lingual staff to support non-English speaking families. This will help with phone calls, home visits, family engagment activities. Families feel more connected when they feel they can communicte with someone who speaks their language. In addition, due to more staff being at Farber, there is the potential for more clubs which will increase student engagement since there should be clubs offered on a variety of days so that a student can join a cub that fits their school schedule. Farber will also have enough laptops for students to use at school so they do not have to bring their laptop to and from school each day.   JEY will try to obtain some hotspots for students who may need one. We will continue to recruit staff that reflects the diversity of our commumity so that we can continue building a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
School Translator.	ELAC is combined with SSC.	Have more content specific PLC meetings. Continue to have whole-school shared prep to promote teacher community and support.

Action 1

Title: Teacher Recruitment and Retention

Action Details:

By the end of the 2024-2054 school year 100% of J.E. Young staff will have opportunity through the site and district to engage in professional learning opportunities in order to continue building staff capacity to build a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.

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

Speaking Engagements at various events talking about the variety of programs offered at Farber Educational Campus

Administration Networking

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

Extra Pay contracts for teachers being club advisors, etc.

Staff engagement in student activities

Administrators' Data Dashboard

iAchieve for Professional Learning opportunities

Staff Conferences, PL, ACSA, CCEA, CASCWA, CCIS and other Professional Development

Owner(s):

Principal

Vice-Principal

Alt Ed Program Analyst

Office Manager

Certificated Teachers

All other staff

Timeline:

August, 2024 to June, 2025

Monitor progress weekly, monthly, quarterly

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

Student Academics:

- PL for teachers, including subs for teachers and administrators
- PLC meetings
- GVC
- Technology
- Academic Data to support learning gaps
- Conference and travel for PL

Student Centered and Real-World Learning:

- Job developer to push into classes giving presentations
- Job developer to create a job board (virtual, etc.)
- Job developer to support with helping students get work permits
- Work Experience Teacher to support students while working
- Work Experience Teacher to provide IMAGO activities as part of the work experience program
- Students take CTE classes such as: Logisitcs, Cyber-Security, Public Services, etc.

Student Engagement:

- CCST
- Campus Culture Director
- Teachers/Staff involved in student activities
- SEL strategies to support students
- CSSW and SSW
- Conference and travel for PL

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- JEY admin team will include EL specific feedback during classroom walks focused on student learning/plans

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- ATSI - Will focus on improving attedance at all grade levels, but the elementary grade levels .....
- SEL training

- SEL training
- Book Studies, professional readings, discussions
- PLC - data discussions
- Teacher involvement in student engagement activities
- CCST meetings
- ILT meetings to discuss EL support.
- District Led Professional Learning opportunities
- Staff Meetings and PL
- EL training w/EL Services

- Book Studies, professional readings, discussions
- PLC - data discussions
- Subs/Contracts
- Teacher involvement in student engagement activities
- CCST meetings
- ILT meeting
- District Led Professional Learning opportunities
- Staff meetings and PL
- SpEd strategies -working with ISGI

2024-2025 SPSA Budget Goal Subtotal

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4 - Increase recruitment and retention of staff reflecting the diversity of our community							
G4A1	Sup & Conc	Instruction	Travel			Professional Learning / Conferences / Travel	10,000.00
							$10,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	97.29 %	97.9 %	2023-2024	99 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Family Goal - The family goal for the 2023-2024 school year was to increase all areas of the Climate and Culture Family survey by at least 3% positivity, and to not decline in the any of the areas. In addition, our plan was to increase the % of parents participating in our monthly parent meetings, Back to School Night, Open House, as well as awards celebrations. Prior to the pandemic, our average attendance at the monthly parent luncheons was 17. Since the end of the pandemic, the parent luncheons have not been well attended. Multiple Parent Square voice messages, emails, text messages were sent as well as posting the meeting on the JEY website and the JEY Instagram. JEY classified staff made personal phone calls to all JEY families in their home language to give them a personal invitation to attend the parent luncheon and would explain the overall topics and any guest speaker that would be presenting. Although the numbers of families who verbally confirmed that they would be attending was often 60-70 families, the number for the 2023-2024 luncheons never exceeded 7 famiies. As we move to Farber, we will need need to find a different method of getting families to attend the parent luncheons.

For the 2022-2023 Open House, the academic and attendance awards celebation was held an hour before the Open House event. This produced a positive increase in families attending. Nearly 100 families attended this event. For the 2023-2024 Back to School Night, the academic and attendance awards celebration was again held an hour before the event. Over 100 families attended, and approximately 300 taco meals were served. We will continue to include academic and attendance award celebrations the day of our Back to School and Open House events.

The Fall 2023-2024 Climate and Culture Family Survey showed an increase in all domains with the highest increase of 6 and the lowest increase of 1. 4 domains were in the mid to high 90th percentile, while 3 were in the 80th percentile. The overall average of all 7 domains was 90.7%. This % is the same as the average Spring survey which was 90%. JEY also had an increase in the number of families who took the fall 2023 survey (255 familes) compared t the2023 spring survey (46 families). This is largely in part that JEY had computers set up during Open House where families could complete the survey. We also used the different methods of Parent Square to message families, compared to using School Messenger in the Spring 2023.

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

Even though there there was a better turn-out for 2023-2024 Open House, many families did not attend due to transportation issues. J.E. Young in not a neighborhood school, so many families will not drive to JEY for events due to the distance from their homes.

There were 255 families who completed the Climate and Culture Family survey during the fall 2023 Survey Window. Emails with the link to take the survey were sent out multiple times. The survey was sent to students' email addresses, and many students did not let their parent know about the survey, even though messaging was sent out stating that the survey was sent to students' email. Not all families know how to utilize the technology that may be in their homes.

When trying to recruit families to participate in SSC, only one parent volunteered, and that one parent has not attended any of the SSC meetings, even with calls, emails, to remind them of the meetings. Again,we need to try and find parents who are truly interested in giving feedback, and suggestions --parents who want their voice heard.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Our intended action for the 2023--2024 school year was to increase parent engagement at the monthly parent luncheons as well as for more parents to be involved in School Site Council. Our parent luncheons have not been well attended since prior to the pandemic. We were hoping we would get at least 20 families at each of the parent luncheons. We were well below that goal with having less than 10. Communication through Parent Square (phone, email, texts, posts) as well as personal phone calls were made in both English and Spanish. We have also had very little parent participation in SSC. We did parent recruitment at our Back to School and sent our mulitple commuincations through Parent Square (phone, email, text, posts). The one parent we did recruit has not shown up to any of the meetings held so far.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 2024-2025 school year, as we transition to the Farber Educational Campus, there will be one SSC for all three programs (IS, Credit attainment and eLearn). The Campus Culture Director will be involved in parent/student engagement activities for all grades K-12. Our goal is to continue with monthly parent meetings (lunch, coffee, etc). We will survey families to get their feedback on the times that best fit their schedules. We may need to have both a morning coffee hour as well as a parent luncheon, so that more families can participate. The CCST, ILT, CCD, along with the admin team will look at ways to ensure that families have access to the Family Climate and Culture Survey and that they take the survey so that we can work on the domains that families may rate lower.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Bingo Night once a month. No cost - give out prizes Paint Night / Craft Night Parent Class to navigate FUSD Altas, etc. Do a parent survey asking them what would get them to participate in school functions Movie night/ BBQ's / Nachos, pajama night Game night Family resources - Taxes, etc.	ELAC is combined with SSC.	Work with community organizations to help parents/famile with finances, parenting, etc. via workshops. Have various times to increase parent involvement. Scheduling meeting morning, afternoon and evening. Parent-Teacher Forum. Raffle at parent events. Paper Flyers. At orientation have parents select best method for recieving parent information (parent square, etc.). Continue with free food at events.

Action 1

Title: Increase % of Family Engagement Opportunities

Action Details:

By the end of the 2024-2025 school year, we will increase parent engagement activities to a minimum of one per month.

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	Owner(s):	Timeline:
Site- based data (sign-in sheets) from monthly parent meetings, Back to School Night, Open house, qtrly awards celebrations. Individual parent meetings to discuss student's academic achievement, attendance, etc. Student input as to ways we can engage more parents in school events. Climate and Culture survey data	Principal Vice-Principal Academic Counselors All Certificated Teachers	August 2024 through June 2025 Weekly, monthly and quarterly progress monitoring.

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

- **Student Academics:** Individual parent meetings with administrators/counselors to discuss student's academic progress. Monthly parent meetings will have a student academics component outlining where students should be with regards to credits at each quarter, by grade level. as well as any extra support/tutorial offerings that students can utilize. For students with SpEd services, IEP meetings and testing services as needed/requested. There will also be a CSSW/SSW component for parents describing on-site and off-site services available to meet the SE needs of their students.
- **Student Centered and Real-World Learning:** The job developer will provide opportunities for students to engage in job shadowing days, on campus career days, support with filling out job applications and completing resumes, and issuing work permits. The job developer will create both a physical job board as well as a virtual job board updating it with new job posting. Students will also have the opportunity to explore careers on Xello with the assistance of the job developer. In addition, military presentations will be scheduled so that students have an opportunity to learn more about the different military units, and will have the opportunity to take the ASVAB test. The work experience coordinator will work with students and their employers making sure students meet the work place competencies, as well as go to the job sites where students are employed to meet with the employer and observe the student. Materials and Supplies needed: Varies depending on the opportunities. If the engagement opportunities are under College & Career Readiness, CCR will fund the student engagement activity. In addition, Elisa Dealba from DPI has been very active in our parenting program. She visits the class and supports teen parents by taking supplies to the teen moms/dads for them to pick-up. She makes home visits to check in with the teen parents and gives the extra support they need. Farber partnerships with CenCal Food Bank, Amazon, the Armenian Home as well as others will support students engaging in CTE courses where they will gain real-world learning experiences while recieving short-term certifications.
- **Student Engagement:** Farber students will continue to have the opportunity to participate in a variety of clubs, leadership classes, Senior Sunrise/Sunset as well as other school wide activities. Materials and Supplies needed: Varies depending on the student engagement activity.
- **Parent Engagement Opportunities:** Monthly Parent Meetings, Back to School, Open House, Qtrly awards celebrations, individual parent meetings w/admin and/or counselors to discuss academic progress, attendance,

behavior. Materials and Supplies needed: Food for monthly parent meetings, Back to School, Open House and Quarterly Awards celebrations. We will also recruit families for SSC so that we get more parent voice.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No areas were identified on the CDE Dashboard as being in the red. However, we will continue to work towards increasing academic improvement for the English Learner student population as well as to help more student reclassify out of EL.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner students as well as all students by offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for the literacy and math support.   English Learner Services will be utilized for professional development to support English Learner students.

3. As a site: What are planned actions to support this student group?

1. Teachers utilizing strategies that support English Learners.

2. Offering reading intervention classes.

3. Offering 0 & 7th period classes.

4. Incorporating more hand-on classroom activities.

5. PLC's analyzing data to determine next steps on closing the academic gap for EL students.

6. ELPAC chats with students re: importance of reclassifying to RFEP.

7. Utilize student groups in classes which will give EL students more opportunity to practice oral language skills.

8. Incorporate more written language into classes.

9. Get more EL students involved in school-wide activities/events.

10. Providing information to parents of English Learner students about the importance of building students' language skills as well as the reclassificaation process.

11. Parent Communication in the preferred language

12. Parent translation at meetings to support parents understanding how their student is doing academically.

13. Provide information about the services Parent University offers families.

14. Provide information about the services the EL department provides families.

15. Parent conferences as needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

No student groups were identified in the red on the CDE Dashboard; however, Hispanic, African-American and EL students are the lowest performing student groups identifying in the orange on the CDE Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support all low performing student groups offering 0 and 7th period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for liteacy and math support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 / 7091 funds we plan to support all low performing student groups in the improvement of academics and attendance, as well as students' social emotional needs. Theses expenses may include academic and attendance awards, pizza party for high credit earners and 98-100% positive attendance at the end of each quarter. These funds may also be used to purchase fidgets, etc for the CSSW/SSW to have for students as needed. Field trips that support the academic/college experience may also be paid for out of 7090/7091. Food and supplies for parent meetings, school events will also be paid for out of these budget lines.

4. As a site: What are planned actions to support this student group?

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 are in place to support their academic needs, as well as 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. All students are encouraged to participate in student engagement activities. JE Young believes the more students and their families are engaged in school activities, the better students will perform academically and that student attendance will improve. It is our goal to help families get the supports and services they need to help them be able to navigate the educational system so they understand the importance of their student being in school and being academically successful.

2024-2025 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies / Parent Engagement. *NO INCENTIVES OR FOOD*	2,110.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies / Parent Engagement	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	1,510.00

$5,620.00

05/10/2024

2024-2025 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
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology / Furniture	20,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	9,427.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Books & References / FCC Bookstore Dual Enrollment Site Licenses	10,000.00
G3A1	Title 1 Basic	Instruction	Local Mileag			Mileage for Admin and CWA	5,976.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Open House / BTS Night / Adobe Site Licenses-March	45,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	7,500.00
G3A1	Sup & Conc	Instruction	Communicatio			Increase Student Engagement and Participation - Communication with Student and Parents	4,991.00
G3A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Support	1,148.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning / Conferences / Travel	10,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies / Parent Engagement. *NO INCENTIVES OR FOOD*	2,110.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies / Parent Engagement	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	1,510.00
							$119,662.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$38,086.00
Sup & Conc	7090	$70,639.00
LCFF: EL	7091	$10,937.00
Grand Total		**$119,662.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$29,427.00
G2 - Expand student-centered and real-world learning experiences	$10,000.00
G3 - Increase student engagement in their school and community	$64,615.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$10,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$5,620.00
Grand Total	**$119,662.00**

05/10/2024