

J. E. Young Academic Center

10621661030287

Principal's Name: Carson Wood

A handwritten signature in black ink, appearing to be 'Carson Wood', written in a cursive style with a large loop at the end.

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

eLearn Academy

10621661030287

Principal's Name: Amy Smith

Principal's Signature: 
Amy Smith (May 12, 2023 13:20 PDT)

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family 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. Dania Torres (Gonzalez)			X		
4. Cecilia Peralta			X		
5. Cynthia Moore			X		
6. Shaun Brown		X			
7. Beth Urabe		X			
8. Elisa Musso		X			
9. Shaley Gander				X	
10. Lyric Gander					X
11. Michelle Chavez					X
12. Alexis Lopez					X
13. Elisabeth Acosta					X
14. Marcos Castellanos					X
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 10/26/22.

Required Signatures**School Name:**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Carson Wood		3/30/23
SSC Chairperson	Gail Neufeld		3/30/23

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Amy Smith	X				
2. Chairperson – Shannon Clem				X	
3. Autumn Prestidge			X		
4. Tony Fiori			X		
5. Tracy Grubb			X		
6. Veniece Ybarra			X		
7. Margarita Gonzalez			X		
8. Diana Arenivas			X		
9. Laura Chhan				X	
10. Guadalupe Gomez				X	
11. Elena Perez				X	
12. Sheryll Sales				X	
13. Martha Her					X
14. Alonzo Zepeda					X
15. Emma Llanez					X
16. Melissa Ilad				X	

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 3/30/2023.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Amy Smith	 Amy Smith (May 12, 2023 13:20 PDT)	May 12, 2023
SSC Chairperson		 Shannon Clem (May 12, 2023 13:54 PDT)	May 12, 2023

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 2023/24

JE Young - 0240

ON-SITE ALLOCATION

3010	Title I	\$52,740 *
7090	LCFF Supplemental & Concentration	\$100,196
7091	LCFF for English Learners	\$15,388
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$18,130
TOTAL 2023/24 ON-SITE ALLOCATION		\$186,454

* 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	\$2,110
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Remaining Title I funds are at the discretion of the School Site Council	\$50,630
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Total Title I Allocation	\$52,740
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Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

eLearn Academy - 0241

ON-SITE ALLOCATION

3010	Title I	\$110,660 *
7090	LCFF Supplemental & Concentration	\$210,234
7091	LCFF for English Learners	\$32,286
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$38,042
TOTAL 2023/24 ON-SITE ALLOCATION		\$391,222

* 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	\$4,426
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Remaining Title I funds are at the discretion of the School Site Council	\$106,234
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Total Title I Allocation	\$110,660
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JE Young Academic High 2023-2024 - 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	✓		-109 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		22.58 %	2021-2022	23.68 %
SBAC Math - Average distance from standard	✓		-143 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		5.95 %	2021-2022	7.05 %

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.

iReady ELAD2- proficiency - percentage of students on/above

The majority of students at J.E. Young are credit deficient and far below grade level in reading and writing and math. This has a negative impact on their iReady assessments as well as other assessments and their academic progress.

The number of students taking the iReady assessments for ELAD2 was only 51 and for the Math D2 only 30 students took the assessments. J.E. Young offered a winter session, as well as 4 summer sessions, and 3 Saturday sessions for the 2022-2023 school year. 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 who are testing. Phone calls will be made home and messages will be sent through Teams, as well as through Parent Square.

2022-2023 iReady ELD2 proficiency-percentage of students on/above

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. J.E. Young has also been at attendance capacity for most of the 2022-2023 school year, which has resulted in students needing to come into alternative education from the comprehensive sites not being able to.

When students are credit deficient, and they come to J.E. Young, they will be placed in grade level courses. 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 having failed them previously. 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

Of the 51 students that tested, no 9th grade student performed at grade level. Three 10th grade students scored at grade level. One 11th grade student scored at grade level, and no 12th grade student scored at grade level. The highest overall gains for ELAD2 were: 90, 75, and 45 which were all 10th grade students, with smaller gains for several other students, but 38 students showed no overall gain.

2022-2023 iReady MathD2 - proficiency - percentage of students on/above

Of the 30 students who took the Math D2 assessment one 9th grade student was at Algebra 1 level, while 110th grade student and 2 11th grade students were at early Geometry level. All of the other students performed at middle school level and below. The highest overall gains for Math D2 was 59, 48, and 43 with a smaller gains for a few students but 21 of the 30 students showed no overall gain.

Of the African American students who took the SBAC in 2022, 16.7% met or exceeded on the ELA content and 5.9% on the Math content. Of the EL students who took the SBAC, 3.7% met or exceeded the ELA content and 0% on the Math content. Of the Foster youth students who took the SBAC, 33.3% met or exceeded the ELA content and 0% on the Math test.

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.

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.

Another inequity our 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.

These inequities also hold true for the students who are English Learners; however, not all EL students perform as well in independent study. They struggle with the language and understanding the curriculum, and when they are expected to work on their courses independently from home, they often don't spend as much time as they should which leads them to not catching up on credits, and in some cases, they fall further behind.

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

For the 2022-2023 school year, J.E. Young's iReady data showed that J.E. Young students are in significant need of not just credit attainment, but individual/small group instruction to support their academic proficiency. J.E. Young's targets for ELAD2 was 26.25% and 20.2% for MathD2. These targets were not met. 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. 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 may be 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 2023/24 SPSA.

We will have to have a better system on monitoring testing to make sure all students take the interim district assessments so there will be enough data to make it valid a valid measure. Teachers will make it a priority for students to complete the tests as well as monitor test completions for iReady. School wide incentives will be available to encourage students to participate in test taking. We will also take the interim assessment data as well as the 2022-2023 SBAC data and compare to see which areas are of greatest need so that we can plan to support those areas of need. Currently (March, 2023) we have 60 EL students who are in the process of taking the ELPAC. From the 2022-2023 school year, 48 EL students took the ELPAC with the majority of those 48 having an overall score of a 2 or 3. We will continue to use dELD to support our EL students. For 12th grade students who have not completed their ELA credits, they will be put into the ERWC class, which is what JEY did at the 2nd semester of the 2022-2023 school year. Using these supports will help the EL students be more prepared for the ELPAC and SBAC assessments. These can be found in Goal 1.

IABs will be administered regularly to ensure students have exposure to Smarter Balance format, questions, and rigor. Test data will be analyzed by teacher to guide instruction and monitor student progress.

As part of a Multi-Tiered System of Supports (MTSS) and in service of an inclusive school community, JE Young will provide a Response to Intervention approach to academic proficiency, predicated on a foundation of strong

Professional Learning Communities: Tier 1 supports include a strong functioning Professional Learning Community with common assessments including IABs, common grading practices, and instructional practices that promote conceptual understanding.

For the 2023-2024 school year, JE Young will have a renewed focus on professional learning and teacher collaboration. Additional assessment tools like the IABs and other options will be implemented to better gauge student progress of grade level standards. Staff will participate in training to learn more about SEL, and Cultural Proficiency in relation to student learning and well-being.

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.

Special Education staff will work in conjunction with Advisory teachers and be part of Professional Learning Communities.

PLC team agendas and artifacts (especially analysis protocols) reviewed by ILT and VPs to ensure student performance is analyzed by teams and actionable plans are established to follow up.

Teachers and leaders will receive professional learning focused English Learners, Special Education Students and Students with identified social emotional needs

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

1 SSC: Improvement in academics and attendance for students with chronic abs. seems to improve when students make connections w/teachers, staff, and get involved in school wide activities.	2 ELAC: ELAC is combined with SSC.	3 Staff: It was suggested that testing be done possibly on Mondays during the Community Leadership class. It was also suggested that we offer incentives to students who take the test seriously and not just rush through it to be done. Continue year-round learning opportunities for students.
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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.

Owner(s):

Principal
Vice-Principal
Office Manager

Timeline:

August, 2023 to June, 2024.
Weekly, monthly, quarterly progress monitoring.

Total credits at each reporting period.	JEY Counselors
Number of students attending an in-person after school extended learning session.	CWAS
Counselor to monitor monthly off-track senior progress	All certificated teachers
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.	

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:

- 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 their 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.

Specify enhanced services for low-performing student groups:

- 1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.
- 2. Activate Background Knowledge.
- 3. After school extended learning opportunities.
- 4. Make instruction accessible with teacher/mentor coach support
- 5. Use home language strategically
- 6. Parent Communication: 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 comprehension 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 receiving 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.

Action 2

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

Action Details:

By the end of the 2023-2024 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	Owner(s):	Timeline:
Total credits at the beginning of the school year.		August 2023 to June 2024
Total credits at each reporting period.	Principal	Weekly, monthly, quarterly progress monitoring.
Number of students attending the after school extended learning session.	Vice-Principal	
Counselor to monitor monthly off-track progress of 9th-11th grade students.	Office Manager	
Counselor/Admin to have meetings w/students and parents of off-track 9th-11th grade students.	JEY Counselors	
Online Data Reports	CWAS	
iReady ELA/Math Data	All certificated teachers	
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.		

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:

- | | |
|---|-------------------------|
| 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 necessary interventions or programs. | data and prescribes the |
| 15. ELPAC Data | |
| 16. Designated ELD support for students | |
| 17. ERWC course for seniors who have not completed their 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 |

Specify enhanced services for low-performing student groups:

- | | |
|--|-----------------------------|
| 1. Provide multiple exposures to vocabulary through the GVC and teacher generated | lessons. |
| 2. Activate Background Knowledge. | |
| 3. After school extended learning opportunities. | |
| 4. Make instruction accessible with teacher/mentor coach support | |
| 5. Use home language strategically | |
| 6. Parent Communication: 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. | |

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.
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 performing sub-groups as needed.

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

2023-2024 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	Mat & Supp			: Materials and supplies **no food or incentives**	3,557.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	8,842.00
G1A2	Title 1 Basic	Instruction	Local Mileag			: Local Mileage / CWA / Principal / Staff - Home Visits	3,500.00
G1A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sub			Attendance Calls / Letters / Mailings / Referral Calls / Transitional Paperwork	26,852.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	13,888.00
G1A2	One-time School	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	2,582.00
G1A2	One-time School	Instruction	Mat & Supp			: Technology	10,548.00

\$69,769.00

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
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.2 %	86.55 %	2022-2023	87.65 %
Graduation Rate	✓	94.15 %	84.2 %	2021-2022	85.3 %

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.

JE Young has been identifying areas of the Climate and Culture Survey that need to be a focus to increase positive ratings. 200 students completed the Spring 2023 survey which had increases in 6 of the domains, with the 7th domain staying the same as the Fall 2022 survey. For the Spring domain, 4 of the 7 domains were in the 90th percentile with the highest being 98% and the lowest being 90% Three of the domains were in the 80th percentile with the highest being 86% and the lowest being 83%.

However, the 2023 Spring **Family** Survey showed a decline in all domains, but the survey was only completed by 46 families. The largest decline was in the Student Wellness domain which dropped 14%. It went from 94% in the Fall 2022 to 80% in the Spring 2023. The **Student** survey showed no change from the Fall 2022 Student survey in the Student Wellness domain. The **Family** Survey in the Student Centered and Real World Learning Experiences doman had a decline of 5% while the **Student** survey showed no change from the 86% Fall 2022 survey. We have 2 full-time SSWs on campus who meet with students constantly. The question: If I feel sad, worried, stressed, anxious, or depressed, there is someone at my school I can talk to. Families rated this question at 80% while students rated the same question at 93%. We need to incorporate more opportunities for families to understand what we offer/provide within all of the 7 domains. In addition, we need to find a way to get more families to take the survey so the data is a true representation of our families' voices.

J.E.Young provides multiple opportunities for students to be involved in school-wide activities which for some students is an incentive to come to school so that they can be apart of the school activities. We try to give students a high school experience using the resources/facilities that we have. JEY has quarterly academic celebrations, lunchtime activities, clubs, barbeques, guest speakers, a career fair, Back to School and Open House where we provide dinner for families. We provide opportunities for students to attend prom with another high school, funding also is used for the senior trip, senior movie night, the purchase of caps/gowns/senior swag, as well as a free graduation picture, etc.

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

Some of the resource inequities for J.E. Young students is that due to our school being an independent study school, our students do not come everyday which means there are lunchtime activities that students don't always get to participate in becuae it's not their school day. Also, as a result of students not attending everyday they don't always make friends as easy as they might if they were at a comprehensive site where they go to school 5 days a week. JE Young has a high number of students with social emotional needs which often prevents students from coming to school on each of their assigned days, let alone participating in activities at school or activities such as the prom, senior movie night, or the senior trip. Many of the families cannot afford to purchase prom clothing, or graduation picture packages. Many of the students that come to J.E.Young come on an academic referral from their comprehensive school. However, it's not until the student is having their intake meeting, or even after the student has enrolled and is attending, that we learn there are social emotional needs that are not being met for the student.

J.E. Young's enrollment is fluid. Students are enrolling at J.E. Young all year long. For the 2021-2022 school year, J.E. Young enrolled over 4,700 students throughout the year. Not all of these students were enrolled at the same time, but of these over 4,700 students, 92% were socioeconomically disadvantaged, 63% were Hispanic with 11% African American. The EL and Students with Disabilities had the lowest graduation rate (77.9 and 76%). These two sub-groups need more academic supports in order to increase their graduation rates.

The Graduation rate for the 2021-2022 rate, J.E. Young was 84% with a target for the 2022-2023 of 94%. Of the 443 seniors, which included J.E. Young students and eLearn High School students combined, 65.5% were African American (68); 84.1% were Hispanic (308); 89.6 were white (48); 91.1% were Asian (45); 57.1% were Foster (14); 70.8% were Homeless (24); 83.8% were Socioeconomically disadvantaged (431); 77.9% were EL (68) and Students with Disabilities made up 76% (50).

There were 15 5-yr graduates which was 3.4% of the population; 80.8% were 4 yr graduates and 15.8% did not graduate.

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.

Students will be provided with opportunities to monitor their own progress toward college and career readiness using reflection tools and data analysis.

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 85.2% on the Climate and Culture Survey in the domain of % favorable in student-centered/real-world experiences domain. The actual target surpassed that and had an actual % favorable of 86.5% in the domain which is higher than the district % of 82% in the student-centered/real-world experiences domain. Budget expenditures to support Goal 2 have been used for student activities include: lunch time activities, field trips to colleges, Open House, Back to School Night, senior trips, senior swag, caps and gowns, graduation pictures, barbeques, pizza parties in connection with community partners who come during the lunch hour, 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 2023/24 SPSA.

More planning to increase the number of families participating in the Climate and Culture survey needs to be done. The lowest graduation rate sub-groups (EL and Students with disabilities) needs to be a focus for the 2023-2024 school year. This is not to say that all subgroups don't need to be a focus; J.E. Young needs to find a way to support all students more effectively. These changes can be found in Goal 2.

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

1 SSC: Adding incentives for survey completions. Teaching students how to use their student email right before the survey window. The email comes in a format that doesn't look "official"	2 ELAC: ELAC is combined with the SSC meeting.	3 Staff: Count students who complete the Student Climate and Culture Survey as a student engagement in the Atlas tool. Have computers set up inside the office during the survey window so parents can complete when they come into the office. Incentives/raffle - one for students and one for families for those who
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Personal phone calls to families
Teachers to check with students re: taking the surveys.

complete the survey.
More direct contact from Job Developer to students.
Review with students how to access their school email to located the C&C family survey.

Action 1

Title: Dual Enrollment - High School

Action Details:

By the end of the 2023-2024 school year, J.E. Young student enrollment and course completion numbers in dual enrollment courses will increase by 10% of the 2022-2023 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

Enrollment numbers: Dual Enrollment Rosters for Fall 2023 and Spring 2024.

College units/high school elective credits: Dual Enrollment Grades for Fall 2023 and Spring 2024.

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

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

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 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

Dual Enrollment Teacher

Academic Counselors

Timeline:

August 2023 - June 2024

Weekly, monthly, quarterly progress monitoring.

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

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

Mentor coaching, 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:

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.

Specify enhanced services for low-performing student groups:

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

2. Activate Background Knowledge.

3. After school extended learning opportunities.

4. Make instruction accessible with teacher/mentor coach support

5. Use home language strategically

6. Parent Communication

7. Academic Counseling

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

9. Parent Conferences

10. School Social Worker Referral as needed

11. Utilize instructional strategies that focus on improving 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 2023-2024 school year, the Job Developer will increase the number of career related presentations and events by 10%.

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:
CCR Data	Principal	August 2023-June, 2024
Job Developer sign in sheets when working with students on resumes, class presentations, guest speakers	Vice-Principal	Weekly, monthly, quarterly progress monitoring.
Calendar w/scheduled presentations and guest speakers	Office Manager	
Flyers promoting presentations and guest speakers	Academic Counselors	
	Job Developer	

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:	Specify enhanced services for low-performing student groups:
1. Enrollment numbers.: Identify the number of students involved in activities planned by the job developer.	1. Enrollment numbers.: Identify the number of students involved in activities planned by the job developer.
2. Keep track of how many students apply for work permits.	2. Keep track of how many students apply for work permits.
3. Monitor grades/attendance monthly for students who have work permits/jobs.	3. Monitor grades/attendance monthly for students who have work permits/jobs.
4. Use home language strategically	4. Use home language strategically
5. Parent Communication: Phone, CWA Home Visits, emails, parent conferences	5. Parent Communication: Phone, CWA Home Visits, emails, parent conferences
6. Academic Counseling	6. Academic Counseling
7. Opportunities for students to feel more connected to school through school-wide activities	7. Opportunities for students to feel more connected to school through school-wide activities
8. School Social Worker Referral as needed	8. School Social Worker Referral as needed
9. Teachers knowing who their students with jobs are so they can keep the job developer and administration of any significant changes in the students attendance/academic progress.	9. Teachers knowing who their students with jobs are so they can keep the job developer and administration of any significant changes in the students attendance/academic progress.
10. Teachers will work one-on-one w/students to assess their learning gaps doing reteach as needed.	10. Teachers will work one-on-one w/students to assess their learning gaps doing reteach as needed.
11. Work with students on goal setting.	11. Work with students on goal setting.
12. Teachers will contact parents regarding student progress.	12. Teachers will contact parents regarding student progress.
13. School Social Worker will be notified as needed to support students displaying social/emotional concerns.	13. School Social Worker will be notified as needed to support students displaying social/emotional

14. CWA to do home visits re: chronic absences or when we can't get a hold of parent.	concerns.	
15. Parent Conferences are scheduled w/teachers, counselors, administration to discuss students progress towards graduation as well as to address chronic absenteeism.	14. CWA to do home visits re: chronic absences or when we can't get a hold of parent.	
16. SST's are scheduled as needed.	15. Parent Conferences are scheduled w/teachers, counselors, administration to discuss students progress towards graduation as well as to address chronic absenteeism.	
17. Testing for sped services are completed to determine if a student needs any accommodations.	16. SST's are scheduled as needed.	
18. The school nurse will also be brought into meetings as needed to support with any possible medical concerns.	17. Testing for sped services are completed to determine if a student needs any accommodations.	
	18. The school nurse will also be brought into meetings as needed to support with any possible medical concerns.	

2023-2024 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			Fresno City College Dual Enrollment	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	✓	65.26 %	68.77 %	2022-2023	68.17 %
Suspension Rate - Semester 1	✓	0.02 %	1.81 %	2022-2023	1.48 %

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.

Chronic Absenteeism - In years prior to COVID, the attendance policy that was in place for several years included: daily phone calls, attendance letters, CWA calls/doing home visits. Once returning to on-campus instruction, it there was still a large percentage of students who stayed on distance learning. In years prior to the pandemic, J.E. Young's enrollment had an average of 313 for the 2018-2019 school year. 2019-2020's average was 362; with an average of 375 in 2020-2021. During the 2021-2022 school year, when eLearn High School was apart of J.E. Young, the average enrollment was 1,295. For the current school year 2022-2023, J.E. Young's enrollment at the start of the school year in August, the enrollment was 227. It quickly increased and was at 458 by the end of Qtr 1. At the end of the first semester, J.E. Young had an enrollment of 458. And currently, at the beginnig of Qtr 4, J.E. Young's enrollment is 446. The increase in enrollment for the 2022-2023 school year, was primarily due to the continuation schools being at enrollment capacity all year. After the pandemic, there were more students needing credit attainment due to falling behind in credits during the pandemic and having to work from home. J.E. Young took "overflow" students who should have been transitioned from their comprehensive site to CHS or DHS, but instead came to J.E. Young in hopes that many would be able to transition to CHS or DHS throughout the year. That did not happen as CHS and DHS remained at capacity. During the 2021-2022 55.2% of the students had chronic absences. During the 2022-2023 school year, the severely chronic absence rate has increased by 2% from the 2021-2022 school year. Less than 27% of J.E. Young's students have "Good" attendance. Within the subgroups, African American and Hispanic students had a higher proportion of severely chronic absenteeism than other ethnic subgroups with African American at 53% and Hispanic at 41%. 41% of students with disabilities have severely chronic absences. 47% of EL students fall into the severely chronic absence band. 67% of foster youth have severely chronic attendance and 47% in the homeless population also have severely chronic attendance.

With the hiring of a CWAS to replace a retirement from May of 2021-2022, we have the staffing to support chronic absenteeism.

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

Chronic Absenteeism - J.E. Young did not have a CWAS for the 2021-2022 school year, so it was a challenge to follow up on all of the absences after attendance calls were made, attendance letters were mailed out. In years past, when a student was absent for two weeks, a home visit was made by the CWAS. However, without a CWAS for the 2021 school year, home visits were not made as often as they should have, and when they were, it was DPI that made the home visits.

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. Although FAX bus passes are provided to students who need them, often students' parents are not comfortable with their student riding the city bus. There are often families who have transportation issues getting their student to school, so the student ends up staying home. J.E. Young also has a large population of students who suffer from mental health issues and other health conditions which keep students from coming to school. 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. Often there is no follow-up by the family. Also, families will move/change their phone number without updating contact information with the school resulting in the school not being able to contact families regarding chronic attendance. This often results in students being dropped to student services.

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 2021-2022 school year, the attendance clerk began keeping track of zero hour assignment contracts during the 2nd semester. During this time which included J.E. Young and eLearn high school students, there were 885 zero assignment contracts which depicts students who completed no work during the contat time period. This is a significant amount of ADA lost. Again, this is due in part to not having sufficient staffing to monitor and act on all the zero contracts. This also demonstrates that teachers need to be pushing on student more and making more parent contacts.

There is a need to continue the 2021-2022 SPSA goals related to chronic absenteeism and to increase the number of home visits made with the hiring of a new CWAS.

Suspensions: J.E. Young suspensions are low in comparison to the district; however, there was a spike in suspensions during the 2021-2022 school year due to an increase of enrollment due to J.E. Young enrolling all eLearn High School students, bringing the average enrollment to almost 1,300 students. For the current 2022-2023 school year, there have been 13 suspensions as of mid March which is a decrease of 13 from the 26 total suspensions in 2021-2022.

There is an increased need to build relationships for student who are enrolling at J.E. Young.

Suspensions: The suspension rate for J.E. Young students during semester 1 of 2022-2023 is 1.8%. Suspensions by gender for the 2021-2022 school year were 50% for both male and female with 13 suspensions for each gender. Hispanics were suspended more than any other subgroup at 42% with 19% of the suspensions being African American students. 2 students with disabilities were suspended and 4 EL students were suspended (2 redesignated, 2 not redesignated). For the current 2022-2023 there have been 13 total suspensions with male students and Hispanic students being suspended more than the other subgroups. J.E. Young has historically had only one campus safety assistant, and due to the location of J.E. Young, and classes being located on both sides of busy street, the CSA's primary role is to safely cross students, staff and other community members from one side of the street to the other. This has prevented the CSA from doing frequent bathroom checks, or being visible to students on both sides of the campus. This can negatively impact the campus, as the CSA cannot intervene with students before a suspendable offense can happen. At the end of the 2021-2022 school year J.E. Young funded an extra support CSA. For the 2022-2023 school year, the school year started off with sub CA's until a permanent CSA could be hired to fill the position that was vacated in March of 2022. A full-time CSA was hired during the 1st quarter of the school year. Due to an increase in misbehaviors, J.E. Young funded a second sub CSA to help support in an effort to decrease misbehaviors.

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.

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).

The current chronic absenteeism rate is 65%, but an actual absenteeism rate is 69%. J.E. Young began the 2022-2023 school year still with no CWAS. A CWAS was hired, and began working at J.E. Young at the end of January. Due to not having a CWAS until January, chronic absenteeism was able to be monitored as tightly as it needed to be. Since the hiring of the CWAS, she is able to monitor and address chronic absenteeism. It is taking some time for her to address all of the chronic absenteeism, but since her hiring, there has been an increase parents/students coming in or scheduling phone conferenes with the vice-principal to discuss their student's chronic attendance, which always leads to a conversation about academic progress and how the absences negatively effect students' academic progress.

Having only one 6-hour CSA has had a negative impact on student behavior. There had been an increase with student misbehaviors (vaping, hanging out in the restrooms—not going to class, etc.) where students were not always caught. Hiring a substitute CSA for a few hours a day, for additional support has helped elleviate students hanging out in the restroom in groups, vaping has been reduced, and students are not hanging out in the restrooms due to monitoring the number of students who can go into the restroom at a time.

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 2023/24 SPSA.

J.E. Young will be able to start the school year off with a CWAS who will be able to start the year off monitoring attendance and address the absenteeism in a timely manner. The CWAS will also monitor the number of zero hour assignment contracts and identify students who have multiple zero hour contracts which in almost every case is a result of chronic absences.

J.E. Young will continue to fund a part-time CSA, unless the district provides an additional CSA so that students can be monitored more closely.

These changes can be found in Goal 3.

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

1 SSC: Clubs were not as active during 2022-2023.	2 ELAC: ELAC is combined with the SSC meetings.	3 Staff: Having a new CWA has been a wonderful addition to supporting chronic absences. Providing more student engagement opportunities supports positive attendance. Suggested to do attendance raffles 1x a month, or an invitation only to an ice-cream social for perfect attendance. Continue mental health supports - include in weekly announcements. Continue student activities on various days as well as plan for more staff events. Increas field trips for non-senior students.
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Action 1

Title: Student Engagement

Action Details:

By the end of the 2023-2024 school year, we will increase student engagement/participation from the current 86% in 2022-2023 to at least 90% of students engaged and participating in school-wide activities.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Atlas Engagement Tool

Student Sign-in Sheets

Student Conference Enrollments

ASB

Quarterly and weekly review of enrollment by school site and program

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

Completion of yearly Culture and Climate surveys

Owner(s):

Principal

Vice-Principal

Office Manager

Counselors

Campus Culture Director

Certificated Teachers

Classified Staff

Timeline:

August, 2023 to June, 2024

Weekly, monthly, quarterly progress monitoring.

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:

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. 81% (47) EL students have currently been involved in student engagement activities during the 2022-2023 school year as of March.

Specify enhanced services for low-performing student groups:

J.E. Young's low performing sub-groups are African American, Hispanic and EL students. Among academic needs, the social emotional needs of low-performing students are evaluated to determine the proper placement. During the leadership meetings, when evaluating low-performing students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports are in place to support EL learning needs, as well as monitoring achievement levels on both the iReady district assessment and SBAC assessment data as well as their overall academic performance and attendance. In addition, encouraging EL students to get involved in school activities will help them feel more connected to school. During the current 2021-2022 school year, 384 unique students of the 450 students enrolled (85%) have been have participated in student engagement activities whether they were in-person or virtual engagement activities. The unique participation by subgroups are: African American-88%; Hispanic 83%; English learners made up 81% who participated in engagements; SpEd at 86%; Foster Youth 72%; Homeless 75%; Socioeconomically disadvantaged make up 85%. By gender, males 79% of males, 87% of females, and 100% of non-binary students participated in student engagement activities.

2023-2024 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	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Caps & Gowns / Senior Pics / Student Adobe Licenses / Field Trips	36,443.00
G3A1	Sup & Conc	Instruction	Direct Trans			Busses for Senior Trip / Field Trips /	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	2,501.00
G3A1	Sup & Conc	Security	Cls Sup-Sub			Student and Staff Safety	15,843.00
G3A1	One-time School	Instruction	Mat & Supp			Materials and Supplies & Campus Beautification **No incentives or food **	5,000.00

\$69,787.00

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	✓	96.22 %	91.05 %	2022-2023	92.15 %

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 2022-2023 school year, J.E. Young Abby has 17 full-time teachers and one teacher) who is shared with other sites as the work experience teacher (12 females, 6 males; 3 Spanish Speaking; 9 White, 2 African American, 5 Hispanic, 2 Asian). J.E. Young Satellites have 14 full-time teachers (7 females, 7 males; 1 Hmong speaking, 2 Spanish Speaking; 7 White, 4 Hispanic, 3 Asian).

As we enter the 2023-2024 school year, we need to focus on hiring, retaining and bulding 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 Climate and Culture Staff Survey results for the Spring 2023, 2 domains stayed the same (100% and 99% favorable); 3 Domains went up (99%, 96%, 95%); and 2 domains declined (91%, 89%). Although all the of the % are highly favorable for all 7 domains, the 2 domains that declined: Organizational Environment had 5 of the 9 questions decline. The Student-Centered Real World Experiences show a decline in 3 of the 4 questions. The CCST will take a look at the overall Climate and Culture Survey results to determine some next steps to present to the staff on how to best increase the % favorable.

2

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

Many of J.E. Young teachers utilized our previous CWAS for Spanish translation phone calls, and they would utilize the Hmong ERC Office Assistant for the Hmong phone calls. We have filled the JEY CWAS postion that was open due to a retirement, but she does not speak Spanish. The previous Hmong Office Assistant was promoted to the ERC CWAS. We do utilize the ERC CWA for Hmong communications that need to be made. We still have to rely on Spanish Speaking Office staff or the one Spanish Speaking counselor for family communication. For the 2022-2023 school year, JEY has had many substitute clerical staff and interns. Some teachers and other staff are involved in student engagement opportunities as well as a few who are members of the Campus, Culture and Safety Team (CCST). For the 2022-2023 school year, there were some teachers who were going to be club advisors, but the clubs this year didn't really take off very much. There are many staff members who are not involved with any school activities.

J.E. Young students must all have an electronic device that they must bring to and from school. Students will sometimes forget their device, and/or their charger, which means they have to borrow a device/charger from the school. J.E. Young does not have enough devices on campus to let students use while they are on campus for classes so a large percent of technology\$ is being used to purchase laptops and chargers so that we can provide loaners to students who forget theirs. Since J.E. Young uses an online learnig platform for the curriculum, it's vital that all students have a laptop when they are school. In addition, not all students live near one of the four FLATS centers, which is an inconvenience to the student/family when they have to go get a device or to have a device replaced due to it no longer working. It often takes families several days to get to the FLATS center, so we need to make sure that students an 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 wifi 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.

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.

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, there was some teacher movement due to some retirements in 2021-2022. Two teachers came back to J.E. Young from eLearn Academy, and 1 teacher who joined J.E. Young as one of the high school eLearn teachers from FAS stayed on as a J.E. Young teacher once eLearn High School program went back to the eLearn TK-12 program. In addition, there have been some classified changes at J.E. Young during the 2022-2023 school year. J.E. Young's custodian position still has not been filled, so a substitute custodian has been in place all year. Several classified interns and extra support classified substitutes have been utilized this year to support with attendance calls, and general clerical work. ACWAS was hired in January, 2023 to fill an open position from a retiree in 2021. A substitute CSA was utilized from March 2022 to October, 2022 due to the open CSA position. That position was filled with a permanent CSA in October, 2022. The J.E. Young principal was out for several months during the 2021-2022 school year and then again for a few weeks during the 1st semester of the 2022-2023 school year; the vice-principal covered many of the principal duties as well as the vice-principal duties during these times.

1. J.E. Young will participate in all FUSD teacher recruitment fairs.
2. We will continue to network and build relationships with university and other community partnerships.
3. Create a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.
4. Build a professional learning community committed to fostering confidence and hope, so that students graduate and aspire to greatness.
5. Build a culture where all people are valued and included in the process of decision making.
6. Build a campus culture where inclusion is the norm and organically grown.
7. Build a culture where all staff has the opportunity to take part in site, district, and out of area professional learning.
8. Ensure that there is a culture where all employees have the necessary tools to be successful.
9. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation opportunities for all students.
10. JEY Admin and 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 2023/24 SPSA.

In order to build leadership capacity within our teachers, we are building leadership opportunities to increase leadership capacity within our teaching staff. Leadership opportunities include: testing coordinator, campus culture, professional learning, internal IS attendance audit, etc.. These are some of the teacher leadership roles teachers will be able to take on in the upcoming 2023-2024 school year, Teachers will have opportunities to engage in Professional learning through the school site and/or district throughout the school year. These changes can be found in Goal 4.

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

1 SSC: Continue our current practices.	2 ELAC: ELAC is combined with SSC.	3 Staff: Staff team building activities at lunch or outside of work.
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Action 1

Title: Teacher Recruitment and Retention

Action Details:

By the end of the 2023-2024 school year 100% of J.E. Young staff will have opportunity through the site and district to engage in professional learning opportunities.

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 J.E. Young
Administration Networking
Average longevity of teachers currently working at J.E. Young
Extra Pay contracts for teachers being club advisors, etc.
Teacher engagement in student activities
Administrators' Data Dashboard
iAchieve for Professional Learning opportunities
Staff Conferences / PL, ACSA, CCEA, CASCWA, CCIS and other Professional Development

Owner(s):

Principal
Vice-Principal
Office Manager
Certificated Teachers

Timeline:

August, 2023 to June, 2024
Monitor progress weekly, monthly, quarterly

Describe Direct Services to Staff in support of 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 virtual job board
- Job developer to support with helping students get work permits
- Work Experience Teacher to support students while working
- Work Experience Teacher to provide IMAGO activities as part of the work experience program

Student Engagement:

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

Specify enhanced services for Staff in support of EL students:

- JEY admin team will include EL specific feedback during classroom walks focused on student learning/plans
- SEL training
- Book Studies, professional readings, discussions
- PLC - data discussions
- Teacher involvement in student engagement activities
- CCST meetings
- ILT meetings
- District Led Professional Learning opportunities
- Staff Meetings and PL
- EL training w/EL Services

Specify enhanced services for Staff to support low-performing student groups:

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

2023-2024 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes / PL / Classroom Walks / Coverage for Projects **No IEPs **	8,231.00
G4A1	Title 1 Basic	Instruction	Travel			PL / CCIS / CASCWA / RAPSA and other travel and trainings for staff	16,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs to support PL and Classroom Walks	3,557.00

\$28,288.00

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	✓	88.08 %	96.19 %	2022-2023	97.29 %

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.

FamilyGoal - The family goal for the 2022-2023 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, we will 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 meeting was 17. For the 2022-2023 school year, the parent meetings have not been well attended. Multiple School Messengers, Parent Square voice messages, emails, text messages were sent as well as posting the meeting on the JEY website and the JEY Instagram. JEY needs to find a different method of getting families to attend the parent luncheons. For our Back to School Night and Open House events, our average attendance prior to the pandemic was about 30 families; during the pandemic it dropped drastically. For the 2021-2022 school year, there were approximately 60 families of the 1,400 students enrolled, that attended both the Back to School and Open House Events. For the 2022-2023 Back to School Night, there were approximately 40 families that attended the Back to School Night event of the 450 students enrolled. JEY needs to continue to find ways to involve more families. For the 2022-2023 Open House, the academic awards will be part of the event in hopes that this will bring more families to the Open House event.

The 2022-2023 Spring Climate and Culture Family Survey shows a 3% decrease down to 93% which is still a high percentage of highly favorable results. However, anytime there is a decrease, we want to look at the areas that decreased. In this domain, there was a decrease in 5 of the 6 questions. However, only 46 families took the survey. The largest drop was 6% on the question, "I have opportunities to provide input at my child's school." However, when trying to get 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.

2

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

There were only 46 families who completed the Climate and Culture Family survey of the 450 students enrolled. Emails with the link to take the survey were sent out multiple times. In years, past, when the survey was a paper/pencil survey, we had more families complete the survey. Many families do not have technology in their homes, other than their student's. Many families don't know how to use technology, and based on the survey results that families didn't feel they had the opportunity to give input, they may have felt their voice wouldn't be heard through the survey. J.E. Young needs to focus on getting more families to complete the parent 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).

JEY needs to find ways to get more families engaged in their students' education. Even though the Climate and Culture Family Survey was highly favorable in all domains, and the % favorable in the Parent Engagement Domain was 8% higher than the target, it was a very small sampling with only 46 families completing the survey which is about 10% of the families.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

For the upcoming 2023-2024 school year, JEY will need to devote more time for classified staff to make personal phone calls to encourage families to fill out the survey. In addition, we will set up computers in the main office so that as families come in, we can encourage them to take the survey with staff support logging into the survey if it is needed. We may need to add an incentive/raffle component as a way to entice families to complete the survey. We may look at scheduling Open House during the survey window, so that we can have families fill out the survey while on campus for Open House. These changes can be found in Goal 5.

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

1 SSC:

What is the district average of families filling out the staff survey? Possibly go back to paper? Send Survey to parents' email? Change format the email is sent; it doesn't look official.

Tutorial on how to use Atlas, Parent Portal, status updates, Edgenuity, etc.

How would the parents like to be informed of the surveys: email, text, phone, etc.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

Having academic awards with Open House/Back to School Events had a great impact on parent attendance at the event.

Parents have shared with staff that when they call the front office, the phone lines are either always busy, no one answers and no returns voice messages left.

CCST to work w/administration to find ways to include families in more engagement opportunities.

Mention C&C Family Survey during orientation.

Have students access email during orientation.

Get updated email/contacts for Parent Square

Training during PLC for Parent Square so staff can begin using Parent Square.

Action Details:

By the end of the 2023-2024 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

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

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

Climate and Culture survey data

Owner(s):

Principal

Vice-Principal

Academic Counselors

All Certificated Teachers

Timeline:

August 2023 through June 2024

Weekly, monthly and quarterly progress monitoring.

Describe Direct Services to Families in support of 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.
- **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.
- **Student Engagement:** J.E. Young students have had the opportunity to participate in a variety of clubs. Materials and Supplies needed: Varies depending on the student engagement activity.
- **Parent Engagement Opportunities:** Monthly Parent Meetings, Back to School, Open House, Qtrly awards celebrations, individual parent meetings w/admin and/or counselors to discuss academic progress, attendance, behavior. Materials and Supplies needed: Food for monthly parent meetings, back to school, open house and awards celebrations.

Specify enhanced services for Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

J.E. Young's low performing sub-groups are: African American, Hispanic, and EL students. Among academic needs, the social emotional needs of low-performing students are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating low-performing students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports in place to support their academic needs, as well monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing students to get involved in school activities will help students feel more connected to school. 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.

2023-2024 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			Parent Participation **No incentives or food **	2,110.00
G5A1	Sup & Conc	Instruction	Communicatio			: Communication with Families - Mailers / SWAG	3,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Luncheons / Meetings and SWAG	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation - Materials and Supplies	1,500.00

\$8,610.00

2023-2024 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	Mat & Supp			: Materials and supplies **no food or incentives**	3,557.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	8,842.00
G1A2	Title 1 Basic	Instruction	Local Mileag			: Local Mileage / CWA / Principal / Staff - Home Visits	3,500.00
G1A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sub			Attendance Calls / Letters / Mailings / Referral Calls / Transitional Paperwork	26,852.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	13,888.00
G1A2	One-time School	Instruction	Mat & Supp			Materials and Supplies **No incentives or food **	2,582.00
G1A2	One-time School	Instruction	Mat & Supp			: Technology	10,548.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Fresno City College Dual Enrollment	10,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Caps & Gowns / Senior Pics / Student Adobe Licenses / Field Trips	36,443.00
G3A1	Sup & Conc	Instruction	Direct Trans			Busses for Senior Trip / Field Trips /	10,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	2,501.00
G3A1	Sup & Conc	Security	Cls Sup-Sub			Student and Staff Safety	15,843.00
G3A1	One-time School	Instruction	Mat & Supp			Materials and Supplies & Campus Beautification **No incentives or food **	5,000.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes / PL / Classroom Walks / Coverage for Projects **No IEPs **	8,231.00
G4A1	Title 1 Basic	Instruction	Travel			PL / CCIS / CASCWA / RAPSA and other travel and trainings for staff	16,500.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs to support PL and Classroom Walks	3,557.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No incentives or food **	2,110.00
G5A1	Sup & Conc	Instruction	Communicatio			: Communication with Families - Mailers / SWAG	3,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Luncheons / Meetings and SWAG	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation - Materials and Supplies	1,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,740.00
Sup & Conc	7090	\$100,196.00
LCFF: EL	7091	\$15,388.00
One-time School	7099	\$18,130.00
Grand Total		\$186,454.00

\$186,454.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$69,769.00
G2 - Expand student-centered and real-world learning experiences	\$10,000.00
G3 - Increase student engagement in their school and community	\$69,787.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$28,288.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,610.00
Grand Total	\$186,454.00

eLearn Academy 2023-2024 - 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
Passed all semester 1 courses with C- grade or better (eLearn Secondary)	✓		42.95 %	2022-2023	50.05 %
SBAC ELA- Average distance from standard	✓		-109 pts	2021-2022	99 pts
SBAC ELA- percentage of students met/exceeded standard	✓		20.2 %	2021-2022	25 %
SBAC Math - Average distance from standard	✓		-143 pts	2021-2022	133 pts
SBAC Math - percentage of students met/exceeded standard	✓		10.57 %	2021-2022	15 %

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.

- For ELA, Math, and EL instruction (Action 1,2,4) teachers engaged in quarterly planning with PLCs to help plan grade-level rigorous instruction and analyze student data.
- We had 22 of 60 teachers attended a PLC conference to strengthen the works of our PLCs to support instruction and student learning.
- We purchased additional supports to teach virtually to support student learning (My Lexia, Classkick, and DBQ are the major ones that were purchased this year.
- We supported PLCs regarding good first teaching strategies, engagement strategies, and grade level rigorous lessons.
- We created a Tier 1 support of offering Extra support time for students to engage in small group support after delivery of our synchronous instructional times to support with gaps in their learning or extra support on new skills being taught.
- Our counselors monitored students' academics to ensure they were on track to graduate and offered additional support as needed.

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

- My Lexia was not utilized to its full capacity for our EL students due to the lack of consistent training for our teachers to monitor and support EL students using the supplemental resources from My Lexia.
- Hotspots were back ordered and unavailable for homeless students at the beginning of the school year which caused the lack of consistent access to instruction.
- For our foster youth students, we learned that knowledge and case management (teachers, VPs, attendance team, CWAS/HSL) are vital to supporting this student group. This was challenging because we did not have a full team (that includes CWAS, Attendance, and Registrar) to support student and family needs.
- Due to school enrollment in September, we moved 2 teachers from 1st and 2nd grade to 5th grade, which was a new grade level and content for them.
- In our secondary Math department, we were not fully staffed due to teacher credentials, a lack of applicants, and one teacher's resignation. This impacted student learning in Math because of multiple subs and not fully credentialed teachers.
- For our students with disabilities, the lack of SLPs at the beginning of the year. We received support

- ELA SBAC Summary from 2021-22 of current students:
- | | |
|---------------------|-----|
| Standard Not Met | 53% |
| Standard Nearly Met | 19% |
| Standard Met | 19% |
| Standard Exceeded | 8.5 |
- Math SBAC summary from 2021-22 of current students:
- | | |
|---------------------|-------|
| Standard Not Met | 61.5% |
| Standard Nearly Met | 25% |
| Standard Met | 10% |
| Standard Exceeded | 3% |
- SBAC Data by Ethnicity of 2021-22 SBAC of currently enrolled students:
- | | | |
|------------------|----------------|--------------|
| | Nearly/Not Met | Met/Exceeded |
| African American | 86% | 13% |
| Asian | 56% | 44% |
| Filipino | 50% | 50% |
| Hispanic | 77% | 23% |
| Native American | 75% | 25% |
| Pacific Islander | 33% | 66% |
| Two or more | 48% | 52% |
| White | 70% | 30% |
-

The actions stated above proved effective in engaging authentic conversations around teacher learning to better understand and identify essential standards together as a PLC which impact student learning. The additional tech platforms that were purchased made virtual instruction more accessible for student learning and engagement. Furthermore, it provided teachers informal data to help guide instruction.

Our virtual daily schedule has built-in additional support time to provide Tier 1 support for student learning. This support was effective because it provided students with additional opportunities to engage in the grade-level curriculum.

Students also received academic support from our counselors which was effective because it provided students and families with the knowledge of the A-G requirements and creating a learning plan. This was effective because it provided 1:1 support to students and families.

from an outside vendor and needed to provide support help with acclimation to FUSD's virtual platform and processes once hired was a major challenge in supporting students who required speech services

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

- My Lexia was not utilized to its full capacity for our EL students due to the lack of consistent training for our teachers to monitor and support EL students using the supplemental resources from My Lexia.
- Hotspots were back ordered and unavailable for homeless students at the beginning of the school year which caused the lack of consistent access to instruction.
- For our foster youth students, we learned that knowledge and case management (teachers, VPs, attendance team, CWAS/HSL) are vital to supporting this student group. This was challenging because we did not have a full team (that includes CWAS, Attendance, and Registrar) to support student and family needs.
- Due to school enrollment in September, we moved 2 teachers from 1st and 2nd grade to 5th grade, which was a new grade level and content for them.
- In our secondary Math department, we were not fully staffed due to teacher credentials, a lack of applicants, and one teacher's resignation. This impacted student learning in Math because of multiple subs and not fully credentialed teachers.
- For our students with disabilities, the lack of SLPs at the beginning of the year. We received support from an outside vendor and needed to provide support help with acclimation to FUSD's virtual platform and processes once hired was a major challenge in supporting students who required speech services

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 2023/24 SPSA.

- We are going to focus on getting all teachers to attend the PLC conference in Fall semester with financial support from Leadership Development.
- We are going to focus on Guiding Questions 1 (What do we want our students to learn?) and Question 2 (How will we know they learned it?)
- We are developing a Tiered Level of Support specific to virtual learning to support students who are struggling academically.
- Intentionally planned teacher professional learning to support with training of 1) additional platforms to support instruction, 2) student progress monitoring, and 3) support of ELLs through integrated and designated time.
- PLC support will be provided to ensure good first instruction, engagement strategies, and grade-level rigorous tasks and lessons for student learning.

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

1 SSC: • SSC found that the planning days and digital subscriptions were very effective for student learning. • Extra support time was identified has beneficial for students needing extra support and guidance.	2 ELAC: (Same as SSC)	3 Staff: • Staff found planning days very effective to support instruction and student learning. • It was asked to offer continued PL around the digital platforms used for instruction • It was asked to have classroom aides to support with instruction and additional small groups.
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Action 1

Title: ELA Proficiency (TK-12)

Action Details:

eLearn will implement a comprehensive, balanced literacy program, which reflects a virtual instructional model that uses a variety of virtual teaching methods to remove any barriers to learning and give all students equal opportunities to

succeed. As we strengthen our personalized and collaborative online teaching practices, we are confident that students will go from passively receiving knowledge to engaging in active choices where they have ownership of their learning. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in ELA/Literacy.

The instructional expectations will ensure the implementation of high-quality, Tier 1 instruction. Tier 1 instruction will focus on the use of high-quality text, complex talk and tasks, and writing in order to build student comprehension of the text. Tier 1 will include site-wide diagnostic assessments, standards-aligned instruction and assessment, an on-going measure of student progress, and will incorporate personalized learning through our independent study format. We will also incorporate a Tier 2 support of small group in-person or online instruction.

Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction.

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

Explain the Progress Monitoring and data used for this Action

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

Data Driven Instruction

- SBAC results
- iReady results
- ELPAC Results
- IAB Results
- Classroom Observation (IPG) Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments Common Formative Assessment Data Analysis by PLC and classroom teacher
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations Common Summative Assessment data (K-6th)
- Instructional Practice walks

Owner(s):

- Teachers
- Administrators
- ILT

Timeline:

August/September

- Teachers will analyze SBAC and iReady data from Spring 2023.
- Goal Setting (3rd-12th) teachers will analyze SBAC data for their classroom to identify target students for additional support, instructional strategies for improvement, and create a SMART goal.
- Goal setting (TK-2) Teachers will analyze iReady/FSA data for their classroom to identify target students for additional support and create a SMART goal.

October-June Teachers will conduct data chats with students

- October 2022
- December 2022
- March 2023
- June 2023

October-June Teachers and PLCs will analyze iReady data to identify areas for reteaching

- October 2022 (Diagnostic 1)
- December 2022 (Diagnostic 2)
- March 2023 (Diagnostic 3)

Quarterly (3rd-11th)

- Teachers will administer IABs and FIABs in Literacy, Informational, Listening, and Research
- PLCs will analyze IAB data and create an SBAC review Action Plan for Literacy, Informational,

		Listening, and Research. August-June Daily Progress Monitoring The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLCs. Quarterly Analysis and Planning PLCs will create instructional units that include use of the GVC, state standards, CFAs, and an instructional calendar, data analysis dates, and reteaching dates. Lead teacher will upload artifacts to PLC Teams channel. PLC will analyze data after each CFA and create an instructional reteaching action plan. Teachers will provide reteaching according to student data from their CFA.
Details: Explain the data which will specifically monitor progress toward each indicator target PLC and TST (Targeted Support Team)	Owner(s): Admin RSP Team TSA ILT	Timeline: Monthly Will meet monthly to discuss progress and/or growth with Tier 2 supports. Data to be used: iReady, CFA, fluency, student artifacts
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
Tier 1 On-going training related to Universal Design for Learning (UDL) Instructional Model. All students will participate in Goal Setting. Use of iREADY for Tier 1 (Standards Mastery). Use of Inquiry questions to support rigor and ownership Direct instruction Academic Discourse School-wide protocol for annotating text (CLOSE Reading). Graphics to support the implementation of ELA TSA will assist in communicating the goals, procedures, and objectives of the ELA program to staff, students, and members of the public. Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills. Materials and Supplies to support literacy Technology to support literacy Copy machine lease/maintenance Purchase subscriptions and site licenses to digital text sources to extend the use of complex text. All students K-8 will participate in independent tasks to meet grade-level mastery of skills. Dry-erase markers and whiteboards for group collaboration and checking for understanding Smartboard, ELMO, laptop, and whiteboard for teacher instruction Use of graphic organizers for activities that require scaffolds		
Tier 2		

- Response to Intervention support within each classroom at the student's level.
- Use of iREADY Tier 2 (On-line and Teacher Toolkit)
- After-school tutoring supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures. Incentives, rewards, or incentive field trips for students for achievement in literacy.
- Rubrics to assess EL progress in meeting ELPAC standards.
- CCT will support students with accessing academics through SEL support.
- A targeted Support Team (TST) is utilized for academic, behavioral, attendance, and SEL concerns.
- MS students with one D or one F will be flagged weekly, and the teacher and/or academic counselor will meet with students to support their needs.
- Students receiving SpEd services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support their needs.

Tier 3

- Intervention targets more specific academic deficits and more individual students
- Targeted Support Team (TST)
- Special Education Assessment/IEP
- Behavior Intervention Specialist (SSW) to support social-emotional or behavioral needs

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Supplemental materials from graphics will be provided to support reading instruction.
- Direct maintenance for repairs to technology that support instruction.
- Technology will be purchased to support instruction.
- Additional materials will be purchased to support reading instruction.

Specify enhanced services for EL students:

Implement designated ELD and integrated ELD daily with all EL students,

TK-6 Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilizing the adopted curriculum.

Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy

Provide certificated assessors for ELPAC administration

Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate

Re-designation quarterly celebrations for all students re-designated during the course of the year.

Specify enhanced services for low-performing student groups:

Services for students with special educational needs:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Services for students who are socioeconomically disadvantaged:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs

Action 2

Title: Math Proficiency (TK-12)

Action Details:

eLearn will provide comprehensive, balanced mathematical instruction and will implement mathematical support for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Teacher professional learning will be provided through development and refinement of high quality first instruction, FUSD's Mathematical Instructional Practice Guide components, common formative assessments, instructional cycles, all while utilizing PLCs as the driver. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.

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

Explain the Progress Monitoring and data used for this Action

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

Data Driven Instruction

- SBAC results
- iReady Results
- IPG Data Reports
- Assessment Plan aligned to SBAC Targets, Common Formative Assessments and Common Summative Assessment/IAB's
- Common Formative Assessment Data Analysis by Classroom
- Common Summative Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective
- Instructional Practice Walks

Owner(s):

Teachers
Admin
ILT

Timeline:

August/September

- Teachers will analyze SBAC and iReady data from Spring 2023.
- Goal Setting (3rd-12th) teachers will analyze SBAC data for their classroom to identify target students for additional support, instructional strategies for improvement, and create a SMART goal.
- Goal setting (TK-2) Teachers will analyze iReady/KAIG data for their classroom to identify target students for additional support and create a SMART goal.

October-June Teachers will conduct data chats with students

- October 2023
- December 2023
- March 2024
- June 2024

October-June Teachers and PLCs will analyze iReady data to identify areas for reteaching

- October 2023 (Diagnostic 1)
- December 2023 (Diagnostic 2)
- March 2024 (Diagnostic 3)

February/March (3rd-11th)

- Teachers will administer IABs in Literacy, Informational, Listening, and Research
- PLCs will IAB data analyze and create an SBAC

		review Action Plan for Literacy, Informational, Listening, and Research. August-June Daily Progress Monitoring The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLCs. Quarterly Analysis and Planning PLCs will create instructional units that include use of the GVC, state standards, CFAs, and an instructional calendar, data analysis dates, and reteachings dates. Lead teacher will upload artifacts to PLC Teams channel. PLC will analyze data after each CFA and create an instructional reteaching action plan. Teachers will provide reteaching according to student data from their CFA.
Details: Explain the data which will specifically monitor progress toward each indicator target Math Basic Skills Assessment	Owner(s): Kinder Team 1st Grade Team 2nd Grade Team TSA Administration	Timeline: August/September 1st Grade Teachers will assess all students on number recognition, number identification, writing numbers, and quantities. Identified students will receive extra support. Math Intervention will begin in September. Instruction will target gaps in basic skills Monthly CFA/Interim/summative data will be utilized to adjust math intervention groups
Details: Explain the data which will specifically monitor progress toward each indicator target TST (Targeted Support Team)	Owner(s): Admin RSP Team ILT	Timeline: Will meet monthly to discuss to progress and/or growth with Tier 2 supports. Data to be used: iReady, CFA, fluency, student artifacts
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): Tier 1 All students will receive 90 minutes of grade level math instruction aligned to the rigor of the standards Teachers will conduct data chats with students around iReady, SBAC and IAB's Direct Instruction Use of academic discourse to explain math concepts and procedures		

- digital Graphic Organizers to support teacher instruction and student learning.

Tier 2 and Tier 3

- Students will receive 1 week of corrective instruction three times per year based on summative results.
- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Extra support in math will be provided to students in grades TK-12th.

Materials/Supplies

- Supplemental equipment, materials, and technology subscriptions will be purchased to support conceptual understanding, fluency, and application in math. Supplemental materials from graphics may be purchased to support instruction.
- Purchase of technology to support instruction.
- Direct maintenance for repairs to technology that supports instruction.
- Awards and incentives for students will be purchased to improve their math fluency skills.

Specify enhanced services for EL students:

- Academic Discourse
- Language stems
- Integrated ELD
- Designated ELD
- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Teacher Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math.
- ELPAC Goal Setting

Specify enhanced services for low-performing student groups:

Enhanced services for SpEd Students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Enhanced services for socioeconomically disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs

Action 3

Title: Graduation Rate (9-12)

Action Details:

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:

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Action 4

Title: English Learner Support (TK-12)

Action Details:

eLearn will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. A comprehensive English language acquisition program will be implemented utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Teacher professional learning will be provided through development and refinement of high-quality first instruction. All actions will support an increase in progress related to moving every student a minimum of a language proficiency level per 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

Owner(s):

Timeline:

- ELPAC data
- iReady
- SBAC Data
- Re-designation Data EL Goal Setting Reports

Admin

Teacher

PLC

August

- Teacher will have data chat with individual EL students on ELPAC scores.

Quarterly

- Teacher will progress monitor RFEP students
- Teacher will progress monitor EL students

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

Owner(s):

Timeline:

TST (Targeted Support Team)

Admin

RSP Team

TSA

TST will meet monthly to analyze identified EL students' needs using multiple measures in ELA and/or Math.

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

Tier 1

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.
- Academic vocabulary will be explicitly taught.

Tier 2/3

- Differentiated instruction will be provided in all classrooms.
- Extra support staff will provide intervention to English Learners in math, reading comprehension, and fluency

Materials/Supplies

- Contract with Lexia Learning Systems will be used to support EL students asynchronously. This will be monitored by EL Coordinator
- Supplemental time for teachers

Specify enhanced services for EL students:

- Teachers will use ELPAC and other data for EL's to target instruction. Academic vocabulary will be explicitly taught. Differentiation will be provided in all classrooms.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- Extra support staff will provide additional support

Specify enhanced services for low-performing student groups:

This entire action (G1A4) is in support of EI students

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0241 Elearn Academy (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2, G1A4, G1A3 Planning Days with PLCs (No IEPs)	44,903.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: G1A2, G1A3, G1A4 Software subscriptions to support virtual learning	17,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: G1A2, G1A3, G1A4: HS Elective Textbooks and Resources **No incentives or food **	15,579.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: G1A2, G1A3, G1A4 To support student virtual learning	5,000.00
G1A1	Title 1 Basic	Instruction	Travel			: AVID Conference	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2, G1A3, G1A4, G4A1 Planning Days to support good first instruction	6,004.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies for Parent Meetings, Social in-person events, student incentives, home-school communication, student materials, location fees for PL for staff	69,069.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A2, G1A3, G1A4 To support student virtual learning	10,000.00
G1A1	Sup & Conc	Instruction	Travel			: AVID Conference	6,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease: Supports All Goals	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: G4A1 To support student and staff technology and repairs	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A2, G1A3, G1A4 To support student learning	2,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Planning Days with PLCs	22,132.00
G1A1	One-time School	Instruction	Direct-Maint			G4A1, G5A1	4,000.00
G1A1	One-time School	Instruction	Direct-Graph			G1A2, G1A3, G1A4	500.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			G1A4 EL Extra Support; G4A1 Additional PL to support teacher learning; G5A1 Support families with Tech (No IEPs)	6,622.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessment and Extra support for students	17,291.00
G1A4	LCFF: EL	Instruction	Cons Svc/Oth			Lexia : Lexia: Bundled contract	14,995.00

\$281,095.00

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
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	88.11 %	87.28 %	2022-2023	90.38 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain (eLearn Secondary)	✓		80.58 %	2022-2023	85.68 %
Graduation Rate (eLearn Secondary)	✓		84.2 %	2021-2022	90.3 %

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.

- With a CCD, we were able to celebrate Red Ribbon Week, Kindness Week, Read Across America Week in addition to building our culture and getting student feedback. This proved effective to ensure we were including various opportunities for students to engage with the school and community through clubs and attendance in leadership camps and conferences. Clubs also had the opportunity to meet in person to strengthen and practice SEL skills.
- Work has begun in creating our mission and vision statement. This is effective in that our staff, students, and community will help create future opportunities for students who choose to attend eLearn.
- Work has begun on identifying our Levels of Misbehavior and a Tiered System of Support for the various online/virtual needs and misbehaviors we have. This year's informal (Teacher reports) and formal data (Gaggle reports) have given us information to begin creating clear communication, Expectation Assemblies,
- We have created a grade level/content area syllabus for all students that clearly articulate the expectations at eLearn. This has been effective in identifying clear expectations for teachers, students, and parents who wish to enroll at eLearn.
- We added high school (9th-12th) which added 24 teachers and 800 students. With this, we added CTE Multimedia as an elective and have dual enrollment opportunities. This is effective in providing additional opportunities for our high school students to learn 21st-century technology skills and college credits.
- The process of building a partnership with College and Career Readiness to build student-centered and real-world opportunities.

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

- With being a new school, we are still gathering data using student and family voices to identify what our student's needs are and what opportunities
- With a shift in our school enrollment from last year to this year, building relationships with our students and families this year was a focus. This posed a challenge because the continuing effort of knowing our students and building relationships as a new school is still needed.
- Creating a common language around technology posed a challenge to supporting students and families virtually.
- We were able to get access to the online SEL program so that teachers could deliver these lessons, however, we did not have a lot of time to do a deeper-dive PL for teachers to support this due to lack of time.
- We did not solidify virtual or in-person field trips for all grade levels. This was due to the unique obstacles and logistics with transportation
- We did lose our Music instructor second semester which impacted student access to this learning. Teachers tried to supplement as best they could.

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).

- At the start of the school year, we lacked key staff positions in support families (CWAS, Attendance, CCD, Lib Tech, and secondary Math teachers) which took time away from creating a team to solidify how field trips will look at eLearn and how they will be done with consideration of transportation and inclusion of all students.
- Student participation for in-person events is difficult with transportation being one major barrier.
- Events were implemented, follow and review of practices continues to develop.
- Securing a dedicated music staff member
- Continuing to work together to gather student and parent voices.

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 2023/24 SPSA.

- We are going to provide professional learning for staff to support the development of instructional strategies and connections of content to real-world application
- We are going to gather student voices through advisory and surveys to add more student driven clubs and real-world experiences.
- We are going to partner with College and Career Readiness to create opportunities for real-world experiences and community building.
- We are going to add two leadership electives at the middle school and high school level, led by our CCD, to create opportunities with a student-centered approach.

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

1 SSC: - Team found virtual and in-person field trips to be effective - Team found exposure to college campuses effective	2 ELAC:	3 Staff: 30% of staff felt that virtual field trips were either not effective or somewhat effective, whereas 63% of staff found them effective or very effective and provided suggestions for new clubs or interest in sponsoring one. 92% found in-person field trips to be effective or very effective to have more interaction with their students and students with their peers 70% of staff felt as though exposure to college campuses and suggested either a virtual or in-person career fair
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Action 1

Title: College Readiness/Workplace Competencies (TK-12)

Action Details:

eLearn Academy will promote career awareness and experiences that promote character and workplace competencies. Students will be encouraged to broaden the scope of expectations for college and career readiness to include healthy behaviors, avoiding risky behaviors, positive mental health, inclusive practices, resilience, a strong work ethic and moral character, social competence, and creativity. The addition of these attributes would help youth prepare to optimize their success, healthy development, and experience in both college and the workplace.

- Inclusive Practices
- Conflict Mediation
- Career Fair
- Extra salaries for certificated staff to provide supplemental services related to building character.
- Extra salaries for classified staff to provide supplemental services related to building character. Professional Learning
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Quarterly Recognition
- SEL skill building
- Goal 2 Field Trips
- Bullying Prevention Assembly
- Tournament of Technology
- IdeaFest

Reasoning for using this action:	☐ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Monthly monitoring of behavior entries in ATLAS Admin Referrals reviewed for trends of student behaviors Quarterly monitoring of engagement for positive social emotional development Student participation in college and/or career related events	Owner(s): - Teachers - Administrators - Parents	Timeline: Semester meetings On-going events
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): Tier 1 - Teaching the attributes of informal and formal environments. - Possible monthly focus related to character building - Having healthy habits and avoiding risk behaviors - Competencies of conflict resolution, and acting appropriately for the context. - Support critical thinking and reasoning skills - Positive Class Recognition & incentives - Positive Individual Recognition & incentives - Assemblies for Social Emotional Learning - Incentives for positive behavior, classroom incentives, engagement activities - Graphics to support implementation of building character. - Early Stage interventions Tier 2 - CWAS will support students with accessing academics through SEL support.. - Behavior Contracts - Peer tutoring - Social Skills group - Conflict Resolution - Mentoring Tier 3 - Therapist - Target Support Team (TST) referral - Change of class schedule - Pull out supports - Functional Behavior Assessments - Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)		
Specify enhanced services for EL students: - Emphasize problem solving and literacy activities - Provide technical knowledge and basic skills required for understanding - Interaction and communication which promotes the speaking, listening, and cultural skills essential for success - Use of HSL for parent communication with parents of English Learners - Outreach through school and HSL to increase participation - Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student SEL growth.	Specify enhanced services for low-performing student groups: - Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information. - HSL and CWAS work with families of students to ensure an understanding of the importance of character building.. - In-person Family nights to support student and family experiences	

Action 2

Title: Career Readiness/ Exposures to Careers (TK-12)

Action Details:

eLearn Academy will provide career awareness and experiences that promote character and workplace competencies. Opportunities may include exposure to the importance of career planning, job search skills, and technical knowledge. In addition, we will facilitate workplace success by incorporating practices related to analyzing a situation, making reasoned judgments, communicating well, engaging with others to reason through differences of opinion, and intelligently employing the complex tools and technologies that exist or will exist.

- Field Trips
- College and Career Fair
- Career Cruising
- Guest presenters
- Goal setting
- Tiered levels of support: Attendance interventions supported by Home School Liaison and CWAS including home visits, conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
- All students will be encouraged to participate in a broad range of arts, activities and athletics.
- Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Support Team.
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Academic Discourse
- Conflict Mediation/Restorative Practices
- CWAS will support students with accessing academics through SEL support.
- Discussions about future plans (college or career)

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

Explain the Progress Monitoring and data used for this Action

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

- Data related to attendance percentage for career building field trips.
- Monthly monitoring of behavior entries in ATLAS
- Misuse of Technology referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development Individual goal setting
- Attendance monitoring

Owner(s):

- Teachers
- TSAs
- Administrators
- Parents
- Counselors
-

Timeline:

As data is received:

- Monthly
- Weekly
- Quarterly

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

- Field trips
- Transportation (for in-person opportunities)
- Assemblies (virtually or in-person)
- Career presentations (virtually or in-person)

- Career based discussions
- Graphics to support implementation of exposure to careers
- CWAS will support students with accessing academics through SEL support.
- Technology-Media literacy
- Technology-Digital literacy

Specify enhanced services for EL students:

- HSL translation of career based information
- Topics related to careers presented to parents through Parent University
- Language stems
- Collaborative conversations

Specify enhanced services for low-performing student groups:

Services for SpEd students:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.

Increased motivation through engagement.

Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.

In school relationships facilitated between students with disabilities and their typical peers.

Peer Buddies

Services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students, who have historically been under-involved in career exposure, to engage parents in understanding the importance of career competencies.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0241 Elearn Academy (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle, eLearn Academy	0.4000	CCD position G2A2, G3A1	56,161.00

\$56,161.00

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	✓	40 %	29.8 %	2022-2023	25.2 %
Chronic Absenteeism - Semester 1 (eLearn Secondary)	✓		24.07 %	2022-2023	20.47 %
Suspension Rate - Semester 1	✓	0 %	0 %	2022-2023	0 %
Suspension Rate - Semester 1 (eLearn Secondary)	✓		0 %	2022-2023	0 %

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.

- Home/School communication has improved since all teachers and support staff had district-issued cell phones from the beginning of the year. This has proven effective because parents have appreciated the constant communication about their student.
- Class Meetings and Weekly advisory included SEL lessons using SEL curriculum. This has helped address students' SEL needs and provided strategies to support the SEL competencies and skills.
- We solidified a tiered attendance approach to address chronic absenteeism. Next step is to build out a tiered system for low engagement/participation and/or behavioral concerns through our CCT. This has been effective in communicating with parents about the importance of attendance and the process we take to support student connectedness.
- Counselors were able to monitor secondary students' academics to offer support and guidance as needed to students and families. This was effective in helping students and families understand A-G requirements and school expectations and support offered.
- Created a committee to create our school's Mission and Vision statements as well as a system to capture student achievements through quarterly or semester awards. This has helped define who we are as a school and what the students, families, and community can count on us for providing to the students and families in our community.
- Procedures in place to have VPs meet with all newly enrolled students to offer 1:1 support, review expectations, schedule, etc. This was effective in developing case management for students and families who needed additional support to be successful.
- Creation of grade level or content area syllabus to clearly articulate what is expected of students and families while enrolled at eLearn. This has helped with effective communication in what is expected of our staff, teachers, students, and families while enrolled at eLearn Academy.

2

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

- Communication of our systems, structures, policies, procedures, and expectations of our program and how we are going to monitor and support students to meet them.
- The lack of virtual classroom management to support student success. Increasing engagement and participation opportunities during instruction due to lack of teacher experience and knowledge of managing a virtual classroom.
- Strengthening the technology knowledge of our students and families. This includes how to navigate GVC platforms, Clever, Atlas Students and Parent Portal, etc.
- Staffing sometimes made it difficult to offer exceptional customer service and supports to our students and families:
 - Registrar was hired and started in October 2022
 - Attendance Clerk was hired and started in October 2022. Another Attendance Clerk was hired and started in February 2023
 - OM was on leave the entire 1st semester and returned January 2023
 - Previous OA promoted and a new OA was hired and started in February 2023
 - CWAS was hired and started in February 2023
 - A social worker was on sporadic Baby bonding throughout 1st semester and almost all of 2nd semester.

- Creation of a Staff Handbook (in draft form) to ensure staff expectations are clearly articulated.
- Refining and improving our student clubs to get students feeling connected. In addition, offering more in-person events to strengthen our school's community. This has helped build our school's community and helped students feel more connected.
- Consistent and constant building of relationships at all levels and with all stakeholders has helped in forming partnerships and community partners.

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 admin team had ideas of all the tasks we wanted to solidify and put into place. However, the reality is this took time in gathering informal and formal data to ensure we are addressing the correct problem or root cause and not just applying a band-aid to a problem for a short term solution. This entailed being in space with teachers during PLCs, having individual conversations with staff about their concerns, active listening to parents and students about the successes and struggles their students or families are having, and compiling all of this as an admin team to create structures, supports, and plans to ensure all students are supported and successful.

We also realized having each grade level (TK-6th) and all content areas (7th-12th grade) would benefit from creating a syllabus to further explain what students and families can expect from eLearn.

Teachers also stated that having planning days helped them have time to plan instruction and analyze student data.

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 2023/24 SPSA.

- We will continue to refine and solidify our Tiered systems of support in regard to academics, attendance, and behavioral concerns.
- We will explore family technology social events to support student and family knowledge of technology skills
- We will continue to build relationships to ensure our students feel supported and cared for in the virtual environment.

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

1 SSC: • Team appreciates the events that have been done and look forward to more in the future.	2 ELAC:	3 Staff: • 85% of staff found student clubs to be effective or very effective. • 65% of staff believed class meetings and student advisory to be effective or very effective. • 88% of staff believe the SEL resources or supports for students are effective or very effective. • 82% of staff believe having the CCD is effective or very effective in organizing events for staff and students to strengthen our school's culture and climate.
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Action 1

Title: Chronic Absenteeism/Work Completion

Action Details:

eLearn will create a positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students and families. We will work together to provide a comprehensive, tiered system of supports to students and families that address the reasons for student absences. By establishing positive school/work habits, all students will benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness. HSLs (Home School Liaisons), CWAS (Child Welfare and Attendance Specialists), nurse, and social workers will promote and coordinate with students and families regarding deficiencies in behavior, attendance, academic achievement, health and medical issues, and other related matters.

- All classrooms hold Class Meetings/Morning Meetings weekly, grades TK-12. With secondary advisory meeting weekly.
- Parent Meetings related to Attendance and work completion
- Home visits
- School wide implementation of Second Step to teach social skills, self-monitoring skills, and other non-cognitive skills
- Quarterly behavior incentives in grades K-12 for students with positive behavior for the quarter including treats, incentive trips/events
- Tiered levels of supports: social skills/counseling provided for (tier 2/3) students by staff, school site counselor, school psychologist. CWAS will support students with accessing academics through SEL support.
- Extra salaries for certificated staff to provide supplemental services related to attendance.
- Extra salaries for classified staff to provide supplemental services related to attendance.
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.

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

- Monthly monitoring of suspensions and office referral data to identify at risk students Weekly (MS)/Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements
- Weekly monitoring of attendance

Owner(s):

Admin
Attendance Clerks/Office Staff
Teachers
CCT
HSLs
CWASs
Counselors

Timeline:

- Bi Monthly
- Owners will meet to identify students with at risk or chronic attendance.
 - Owners will create a monthly or quarterly incentive program.
- Monthly
- Culture and Climate Team will analyze attendance and tardy rates.
 - Owners will monitor incentive program.
 - CCT will develop incentives and plan ways to educate parents and students to increase attendance rate and decrease tardy rate with the support of other owners.

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

- All classes will participate in a school-wide incentive program developed by the Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and educate parents and students on the importance of attendance.
- Kinder parents will participate in quarterly meetings focused on the importance of positive attendance.
- Students will be recognized for improved attendance during the school year.
- Quarterly attendance awards/ribbons given to the students. Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.

Tier 2

- CWASs will contact parents and provide support to ensure students are at school on time daily. Home visits may be conducted if needed.
- Students who are at risk due to attendance or lack of school connectedness will be invited to be a part of a club or engagement opportunity
- At-Risk students will be provided with Incentive Chart, 1:1 Attendance Chat, Attendance/Mentoring Group, Monthly/Weekly Parent Contact/Home visit
- CWASs and/or counselors will monitor and check in with students who are at-risk and social workers, CWAS, counselors, or school psychologist will provide social-emotional support as needed.

Tier 3

- CWASs will support parents of students with poor attendance by contacting and providing parents the necessary resources to improve attendance. CWASs will meet with both parents and students to discuss attendance and an action plan will be developed to increase student attendance. Home visits may be conducted if needed.
- CWASs will monitor and check in with students who are at-risk/chronically absent and social workers CWASs, counselors, or school psychologist will provide social-emotional support as needed.
- Admin/CWASs will refer chronic students to SARB.

Materials and supplies to support these activities.

Specify enhanced services for EL students:

- EL coordinator and/or extra support staff will provide support to Identified EL students with check-ins, mentoring and incentives.

Specify enhanced services for low-performing student groups:

- CWASs, social workers, counselors, and school psychologists will work with targeted families to provide resources and support for positive school attendance.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0241 Elearn Academy (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	One-time School	Instruction	Mat & Supp			G1A1, G1A2 **No incentives or food **	4,854.00

\$4,854.00

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	✓	90 %	95.96 %	2022-2023	97.06 %
Fall Climate & Culture staff survey - percent favorable in organizational culture domain (eLearn Secondary)	✓		94.64 %	2022-2023	95.74 %

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.

We are still creating and solidifying our campus's culture and climate. This entails continuing the work of:

- providing opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
- provide professional development to newly hired staff in order to build on teacher capacity
- provide professional development for all staff on cultural proficiency, growth mindset, SEL, instructional pedagogies, and technology
- With the help of Leadership development, we were able to send about 24 teachers to the PLC conference to help continue building the workings of a PLC.

2

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

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

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 2023/24 SPSA.

- Focus on adult SEL skills that will translate and continue to support students' SEL needs and learned skills
- Continue to focus on strengthening the PLC process utilizing the text Learning by Doing.
- Continue to build a positive and effective learning environment where staff feel supported, valued, and have the necessary tools to be successful.

- Continue to build our culture and positive climate

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

1 SSC: • Team found the teacher planning days helpful to ensure good lessons are being presented to our students	2 ELAC:	3 Staff: • Staff appreciate the love and support they currently have • Some suggested continuing the high level of PD such as Teams, app training, and core content, etc.
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Action 1

Title: Workplace Diversity

Action Details:

As new team members are added to our eLearn Academy, we will hire through a lens of diversity. Diversity and inclusion has been a priority for our site, in regards to students, therefore it must apply to the adults in our system as well. We view diversity and inclusion as understanding, accepting, and valuing differences between people of different races, ethnicities, genders, ages, religions, disabilities, and sexual orientations, as well as differences in personalities, skill sets, experiences, and knowledge bases.

Reasoning for using this action:	☐ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target Staff Management Portal on iACHIEVE FUSD Recruitment Interview Form FUSD Exit Interview Form	Owner(s): • administrators • Site hiring Panel • FUSD HR department • Teacher residency program	Timeline: • on-going • quarterly • lateral hires • overage hires • new teacher hires
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Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

Increase Recruitment/Retain newly hired staff to reflect diversity of community • Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community. • Provide Professional Development to newly hired staff in order to build on teacher capacity. • Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, adult SEL, and Technology. • Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs. • On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidates to site needs. On-going communication with Manager(s) in the

Teacher Residency Program to ensure recruitment of qualified BCLAD teachers

-

Specify enhanced services for Staff in support of EL students:

- Provide Professional Development to staff in order to build on teacher capacity related to Technology, Keystone Pedagogies, Social Emotional Learning, support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

Specify enhanced services for Staff to support low-performing student groups:

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to Technology, Keystone Pedagogies, Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

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	✓	80 %	87.54 %	2022-2023	88.64 %
Fall Climate & Culture family survey - percent favorable in family engagement domain (eLearn Secondary)	✓		90.51 %	2022-2023	91.61 %

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.

- Continued to build on home-school communication from last year with the use of our teachers' district-issued cell phones as one mode of communication.
- In addition, encouraging parents/guardians to provide or create an email address as another mode of communication has helped.
- We also established a SSC to help with gathering feedback and making collective decisions.
- Focused on developing multiple modes of communication for families that included (fliers sent digitally to teachers to send out via Teams, text, or email), development of our school website, use of Parent Square, and traditional phone calls for individual specific needs or supports. This helped in gathering more feedback on our Climate Culture surveys,
- Held a Back to School Night virtually in September to help inform parents of expectations and supports available to them and their students
- We established a monthly parent newsletter as well to help build knowledge and support for our families.

2

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

- Still connecting and reaching all parents/guardians consistently to keep them knowledgeable about their student's education and needs. Some partents stop respndoding to texts or phone calls.
- Building teacher capacity around approaching same issues and behaviors from different entry points to support students and families.
- Finding a time or multiple times to encourage in-person social events. We are still identifying when during the day is a good time for a majority of our parents. And identifying how we can adjust our resources to meet families' schedules.
-

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).

- We've expanded or grew in our home-school communication and expanded on opportunities for families to engage with their student's education. We continued actions that proved effective last year and added additional ones that were helpful in supporting families, such as adding a library tech to support with checking out of textbooks and additional monitors, the use of Parent Square to effectively communicate information, and the HSL with monthly meetings to support families and help in the monthly parent newsletter.

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 2023/24 SPSA.

- We will continue to add to our home-school communication and refine the ones currently in place.
- We will focus on Tiered levels of support knowledge and strategies to build teacher's tools in effectively communicating with families in a partnership for the success of their students.
- We will continue to build on more in-person opportunities to strengthen our school's community and its needs. Also, continue to seek parent and student voice in our school's decisions.

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

1 SSC:

- The in-person events are helpful.
- The consistent contact with teachers via district-issued cell phone is helpful.
- Training was suggested to support parents/guardians trying to help students access tasks and assignments.

2 ELAC:

3 Staff:

- 95% of staff find home-school communication with district issued cell phone to be effective or very effective with Parent Square being a great new addition this school year.
- 74% of staff believe parent-teacher conferences are effective or very effective.
- 88% of staff believe that in-person social events are effective or very effective with suggestions about having these quarterly.
- 89% of staff believe the support for family community resources to support attendance and family well-being is effective or very effective with suggestions about partnering with Parent University for monthly meetings for our families.
- 68% of staff believe that a school or parent newsletter is effective or very effective.
- Many suggestions about supporting families with expectations at eLearn (similar to a BOY orientation) and offering tech support.

Action 1

Title: Expansion of Home-School Communication

Action Details:

In order to increase modes of communication with our families we are planning to purchase subscriptions to SMORE, Remind, and Class Dojo. We will utilize these subscriptions to send and share important information with our families in English, Spanish, and Hmong. Utilizing our CWASs and HSLs will also help in getting pertinent information to our families.

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

Parent Surveys and Feedback

Provide Coffee Chats for informal feedback and suggestions

Develop a SSC and ELAC team

Create a school website

FLATS and Technology support

Owner(s):

Admin

CCT

ILT

Counselors

Timeline:

August

- Create and develop a SSC and ELAC
- Create a school website

September-June

- Monthly Coffee Chats through Microsoft Teams
- Surveys (as needed)
- Monitor and keep website up-to-date

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
- Frequent updates through student or parent email (report cards, additional supports)
- Individual parent/student meetings by counselors and administrations
- Monthly meetings can provide high-school students academic components to note where students should be regarding credits for graduation requirements.
- Promote tutor.com for student and family additional supports for academics
- semester parent/teacher conferences to review academics (October/February)
- **Student Centered and Real-World Learning:**
-
-
- **Student Engagement:**
- Opportunity for students to participate in a variety of clubs.
- **Parent Engagement:**
- Parent monthly meetings
- Back to School
- Open House
- Quarterly awards celebration
- individual parent/student meetings as needed to discuss academic progress, attendance, behavior, etc.
- Provide Parent University session learnings to parents on a variety of topics
- Provide translation services for parents to attend and participate in meetings
- Provide school communication in parents' preferred language
- **Technology Support Students/Families**
- Building student capacity and knowledge on utilizing the Student Portal (7th-12th) to access grades and attendance
- Building family capacity and knowledge on utilizing the Parent Portal (TK-6th) to access grades, phone contact numbers, address, and student attendance
- Parent training for use of platforms used at eLearn (Teams, Nearpod, Clever, Sora, etc.)

Materials/Supplies

- mail costs to send communication home to home addresses
- bags to support with material distribution to ensure students have materials needed for instruction

Specify enhanced services for Families of EL students:

Specify enhanced services for Families of low-performing student groups:

- BIA and EL coordinator will support with communication and updates regarding student EL status and ELPAC progress and results

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0241 Elearn Academy (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	Oth Cls-Supp			Family translation/Family support	6,556.00
G5A1	Sup & Conc	Instruction	Local Mileag			: For home visits and family support	5,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: G1A4 Translation, in-person social events for students and families G2A1, G2A2, G3A1	31,000.00
G5A1	One-time School	Instruction	Oth Cls-Supp			Support families at in-person events, tech support, etc.	6,556.00

\$49,112.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0241 Elearn Academy (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2, G1A4, G1A3 Planning Days with PLCs (No IEPs)	44,903.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: G1A2, G1A3, G1A4 Software subscriptions to support virtual learning	17,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: G1A2, G1A3, G1A4: HS Elective Textbooks and Resources **No incentives or food **	15,579.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: G1A2, G1A3, G1A4 To support student virtual learning	5,000.00
G1A1	Title 1 Basic	Instruction	Travel			: AVID Conference	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2, G1A3, G1A4, G4A1 Planning Days to support good first instruction	6,004.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies for Parent Meetings, Social in-person events, student incentives, home-school communication, student materials, location fees for PL for staff	69,069.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A2, G1A3, G1A4 To support student virtual learning	10,000.00
G1A1	Sup & Conc	Instruction	Travel			: AVID Conference	6,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease: Supports All Goals	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: G4A1 To support student and staff technology and repairs	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A2, G1A3, G1A4 To support student learning	2,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Planning Days with PLCs	22,132.00
G1A1	One-time School	Instruction	Direct-Maint			G4A1, G5A1	4,000.00
G1A1	One-time School	Instruction	Direct-Graph			G1A2, G1A3, G1A4	500.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			G1A4 EL Extra Suport; G4A1 Additional PL to support teacher learning; G5A1 Support families with Tech (No IEPs)	6,622.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessment and Extra support for students	17,291.00
G1A4	LCFF: EL	Instruction	Cons Svc/Oth			Lexia : Lexia: Bundled contract	14,995.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle, eLearn Academy	0.4000	CCD position G2A2, G3A1	56,161.00
G3A1	One-time School	Instruction	Mat & Supp			G1A1, G1A2 **No incentives or food **	4,854.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Family translation/Family support	6,556.00
G5A1	Sup & Conc	Instruction	Local Mileag			: For home visits and family support	5,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: G1A4 Translation, in-person social events for students and families G2A1, G2A2, G3A1	31,000.00
G5A1	One-time School	Instruction	Oth Cls-Supp			Support families at in-person events, tech support, etc.	6,556.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$110,660.00
Sup & Conc	7090	\$210,234.00
LCFF: EL	7091	\$32,286.00
One-time School	7099	\$38,042.00
Grand Total		\$391,222.00

\$391,222.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$281,095.00
G2 - Expand student-centered and real-world learning experiences	\$56,161.00
G3 - Increase student engagement in their school and community	\$4,854.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$49,112.00
Grand Total	\$391,222.00