

J. E. Young Academic Center

10621661030287

Principal's Name: Carson Wood

Principal's Signature: *Rhonda Day, Vice Principal
on Behalf of Carson Wood, Principal*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

eLearn Academy

Principal's Name: Amy Smith

Principal's Signature: 
Amy Smith (May 31, 2022 16:00 PDT)

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

Table of Contents	
Topic	Details
Cover Pages	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <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	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carson Wood	X				
2. Chairperson - Amreen Kaur					X
3. Cynthia Eurich		X			
4. Jennifer Gross		X			
5. Mercedes Rodriguez		X			
6. Beth Urabe		X			
7. Debbi Williams		X			
8. Trinity Iniquez					X
9. Ethan Maravilla					X
10. Victoria Vilaysing					X
11. Misty Carlson				X	
12. Dania Gonzalez			X		
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>11/18/2021</u> .

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	<i>Rhonda Day,</i> Vice-Principal on behalf of Carson Wood, Principal	3/30/22
SSC Chairperson	Amreen Kaur	<i>Amreen Kaur</i>	3/30/22

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 2022/23

JE Young - 0240

ON-SITE ALLOCATION

3010	Title I	\$28,280 *
7090	LCFF Supplemental & Concentration	\$44,485
7091	LCFF for English Learners	\$8,892
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$15,785
TOTAL 2022/23 ON-SITE ALLOCATION		\$97,442

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,120
	Remaining Title I funds are at the discretion of the School Site Council	\$27,160
	Total Title I Allocation	\$28,280

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

FY 2022/23

eLearn Academy - 0241

ON-SITE ALLOCATION

3010	Title I	\$153,217 *
7090	LCFF Supplemental & Concentration	\$240,870
7091	LCFF for English Learners	\$48,735
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$85,470
TOTAL 2022/23 ON-SITE ALLOCATION		\$528,292

* 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	\$6,068
	Remaining Title I funds are at the discretion of the School Site Council	\$147,149
	Total Title I Allocation	\$153,217

JE Young Academic High 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		21.15 %	2021-2022	26.25 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		15.1 %	2021-2022	20.2 %

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.

1 Year Graduation Rate

In previous years, J. E. Young's graduation rate was based on a 4 year cohort. However, with the application and approval to become a DASS school, J.E. Young's graduation rate is now based on a one year graduation rate. In 2020, the 4 year graduation rate was 86.4%, and during the 1st year as a DASS School in 2021, J.E. Young had a graduation rate of 89.1%. This rate increase can be attributed to the one year graduation rate. Students at J.E. Young in years past, were rarely at J.E. Young the full four years due to many students either getting back on track for graduation and returning to their home area zone school, or the opposite where students are very credit deficient and are referred to one of the continuation schools.

i-Ready Reading D1 and D2 On Level

499 students, grades 9th-12th took the 2021-2022 iReady Reading D1 assessment. 6% were at mid or above grade level; 9% were at early on grade level; 13% were at one grade level below; 7% were at two grade levels below and 65% were at three or more grade levels below. All grade levels had significantly more students (65%) 3 or more grade levels below: 9th (145/287 tested) 63%; 10th (159/326 tested) 57%; 11th (132/357 tested) 71%; 12th (63/305 tested) 75%.

430 students, grades 9th-12th took the 2021-2022 iReady Reading D2 assessment. 13% were at mid or

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

1 Year Graduation Rate

An inequity that J.E. Young has faced in years past was being categorized under a 4 year graduation rate. J.E. Young is an independent study school. In most cases, students would come to J.E. Young their 10th or 11th grade year. Only a few would come to J.E. Young their 12th grade year. Until the current 2021-2022 school year, 9th grade students did not attend J.E. Young unless there were extenuating circumstances (pregnancy, social emotional, safety, familial, etc.). Due to COVID, and many parents not wanting to send their students back to in-person learning, J.E. Young took on the high school eLearn students, which included 9th grade through 12th grade. J.E. Young has always had a lot of seniors who graduate with J.E. Young; however, not all of them would be calculated into the graduation rate for J.E. Young due to them not being at J.E. Young for 4 years.

Now, that J.E. Young is on a one year graduation rate status, any senior who graduates from J.E. Young, whether they come as a 10th grade student and stay until graduation, or any 12th grade students who come to J.E. Young at the beginning of their 12th grade year, will be calculated in the graduation rate for J.E. Young.

i-Ready ELA D1 and D2 On Level

The % of students at or below grade level is fairly consistent from the 2020-2021 to the 2021-2022 school

Above grade level; 8% were early on grade level; 11% were one grade level below, 5% were two grade levels below, and 63% three or more grade levels below. All grade levels had significantly more students (63%) 3 or more grade levels below: 9th (116/287 tested) 59%; 10th (138/326 tested) 57%; 11th (143/356 tested) 72%; 12th (33/305 tested) 70%.

These percentages are comparable to the fall 2020-2021 D1 assessment of 64% and D2 with 61% being three or more grade levels below.

i-Ready Math D1 and D2 On Level

457 students, grades 9th-12th took the 2021-2022 iReady math D1 assessment. 2% were at mid or above grade level; 10% were at early on grade level; 8% were one grade level below; 12% were two grade levels below; and 68% were three or more grade levels below. All grade levels had significantly more students (68%) three or more grade levels below: 9th (131/287 tested) 60%; 10th (140/326 tested) 64%; 11th (136/357 tested) 74%; 12th (50/305 tested) 88%.

345 students grades 9th-12th took the 2021-2022 iReady math D2 assessment. 5% were at mid or above grade level; 10% were at early on grade level; 7% were one grade level below; 9% were two grade levels below; 69% were three or more grade levels below. All grade levels had significantly more students (69%) at 3 or more grade levels below: 9th (90/287 tested) 64%; 10th (102/326 tested) 64%; 11th (127/357 tested) 74%; 12th (26/305 tested) 81%.

The % for the Math D1 assessment for 2020-2021 and 2021-2022 were comparable at 66% and 68% of students 3 or more grade levels below. The 2020-2021 and 2021-2022 Math D2 assessments decreased in the number of students scoring at 3 or more grade levels below from 79% down to 69%. Although a decrease is good, there was a large difference in the number of students who tested. Only 48/700 took the 2020-2021 D2 math assessment. 345/1,275 took the 2021-2022 D2 math assessment. This difference in the number of students who tested was partially due to many students working virtually. We also had a large increase in enrollment for the 2021-2022 school year due to the increase of eLearn high school students that became part of the J.E. Young enrollment.

year. One contributing factor of the is that J.E. Young is an independent study and the enrollment fluctuates from year to year, but more importantly, the actual students vary from year to year. Also, students enroll at J.E. Young throughout the school year. The same students who too the iReady tests in the fall of 2020-2021 may not be the same students who tested in the fall of 2021-2022. Also, students who attend J.E. Young are academically behind on credits which for most students, means they didn't pass some of their core classes such as ELA and/or math course that they are being tested on in iReady. In addition, since students come to J.E. Young at different times, they may come right before an iReady diagnostic, and the student may not even be enrolled in their current grade level ELA or math course. A student may be an 11th grader who is enrolled in 10th grade ELA due to them not passing it prior to coming to J.E. Young. For these students, they are being tested on material they have not had yet. Student's course schedules are made depending on what they are behind on, not necessarily based on their grade level. During the past couple of years, due to COMD, many students have been working online (high school eLearn - which has been under J.E. Young) from home which has caused it's own set of challenges such as students not attending their online classes, which contributed to students not passing their classes, which in-turn means they were not academically prepared to take the iReady assessments, if they even took it at all. Many students who work online from home, do not have adult supervision who monitors that the student is attending classes and doing their work. Phone calls/messages to parents do discuss attendance and academics are often not answered when teachers/admin would call, or the phone number was not in service.

In addition, J.E. Young has been without a CWA (Child Welfare Attendance Clerk) for the 2020-2021 school due to a retirement. Due to the influx of eLearn TK-12 enrollments, coming through the J.E. Young office, as well as not having a CWA to follow up on chronic absences, the J.E. Young office staff has not been able to maintain the normal parent contact which again results in parents sometimes not being made aware personally of their student's chronic absences and/or academic progress. Although teachers, counselors and administration are always calling and messaging parents in a variety of ways, and progress reports are mailed, it's not the same thing as being able to personally talk to a parent about their student's academic progress or chronic absences.

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).

iReady: During the 2021-2022 School year, the iReady D1 and D2 assessments in ELA had an on level target of 25%. The actual mid or above grade level in ELA was 6% for D1 and 13% for D2%. The early on grade level for ELA was 9% for D1 and 8% for D2. The 2021-2022 D1 and D2 iReady assessments for math had an on level target of 12%. The actual mid or above grade level in Math was 2% for D1 and 5% for D2. The Early on grade level in Math was 10% for both D1 and D2.

In both ELA and Math, the intended targets and the actual %'s were far lower. There was a large gap in the number of students who were enrolled and the number of students who actually tested. The average number of students

out of 1275 taking both the ELAD1 and D2 iReady assessments is 37%. Of these 37%, the students who took the D1 was not necessarily the same students who took the D2. The average number of students out of 1275 that took the math D1 and D2 iReady assessments is 32%. Again, the students who took the D1 assessment was not necessarily the same students who took the D2 assessment.

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 2022-23 SPSA.

iReady:

For the upcoming 2022-2023 school year, we hope to have all students physically back on campus so they can get in-person support from their teachers. During the 2021-2022 school year the majority of J.E. Young students were online. Approximately 200 students attended in-person and the approximately 1,000 students attended online. This was a major factor in the low iReady test taking numbers. Students who were online, were not sitting in class, with an in-person teacher monitoring them while they took the iReady Assessments. In addition, returning to in-person events such as: parent meetings, parent luncheons, Back to School, Open House, etc., will have a positive impact on parents and students when we can discuss with them the importance of student attendance and their students academic progress. Showing parents their student's transcript and being able to explain, in person, what the expectations are for their student, is more effective than having a phone conversation with them. Having students back in person will make it easier for teachers to monitor students' progress while they are in class. They can discuss, in person, with students their academic progress, weekly Edgenuity goals and discuss how much they should be completing each day to meet their weekly Edgenuity goals. In addition, the counseling team can meet with students to discuss their academic progress. For many online only students, their parents have stated their student is not motivated to do their work, and with many parents working during the day, student have no one at home monitoring that they are attending their online classes and doing their work. Once back on campus, students will also have the ability to meet in person with the SSW to discuss their social emotional needs and how their mental health could be affecting them academically. Being back at the school site, students will have more of their Social Emotional needs met that may have had a negative effect on their academic progress while on virtual learning. This can be found in step 2. To support EL students and other low-performing groups, we will have EL services do a staff PL on strategies that can be used with Edgenuity's online curriculum to support students.

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:

Surprised the i-Ready data was so low, but most likely due to the majority of JEY students being at home to take the test. Students seem to know that the i-Ready has no impact on credits/graduation therefore, don't take it seriously. Mondays are the day the iReady has traditionally been given, but attendance has been extremely low. Some students have said, "If it's not Edgenuity, I'm not doing it."

2 ELAC:

ELAC is part of the SSC.

3 Staff:

Teachers stated that many students who continue to be virtual are not motivated to do their work from home, and not requiring students to turn on their cameras created attendance problems. Students would log in to class, and then leave. Also, EL students need to hear and speak English so they can become proficient. Distance learning has made this difficult, as many students don't orally participate online.

Action 1

Title: Decrease Off-Track Seniors - High School

Action Details:

By the end of the 2022-2023 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

Total credits at the beginning of the school year.

Total credits at each reporting period.

Number of students attending the after school extended learning session.

Counselor to monitor monthly off-track senior progress

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

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

I-Ready Student Assessment Data comparisons

Edgenuity Online Data

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 from Equity and Access such as formative and summative assessment data such as SBAC, iReady, credits, attendance, etc.

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

MTSS: 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):

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

JEY Counselors: S. Her, J. Silva

Online Manager: Thomas Nixon

All certificated teachers

Timeline:

August, 2022 to June, 2023.

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 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 (Edgenuity) 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
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. Students use Guided Notes from Edgenuity
18. Teachers use
19. Increase engagement with student materials/supplies, swag, caps/gowns, grad support, senior trips
20. Dual enrollment materials and support

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

Action 2

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

[Action Details:](#)

By the end of the 2022-2023 school year, we will decrease by 10% the number of 9-11th grade students who are off-track based on the number of total off-track 9-11th grade students throughout the school year.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Total credits at the beginning of the school year.

Total credits at each reporting period.

Number of students attending the after school extended learning session.

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

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

Edgenuity Online Data

iReady ELA/Math Data

Continue the 10 day Winter Session

Continue 4 Summer School Sessions

Dual Enrollment (11th grade)

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

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

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

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

Alt Ed regional commitments to review alt ed data

Share monthly data w/staff during staff meetings

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

MTSS: 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

Owner(s):

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

Counselors: S. Her, J. Silva

Online Manager: Thomas Nixon

All certificated teachers

Timeline:

August 2022 to June 2023

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.

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

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

eLearn Academy 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		31.79 %	2021-2022	32.89 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		22.33 %	2021-2022	23.43 %

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.

eLearn Academy opened in 2021-22 under JE Young as a TK-12 school. Due to a massive increase of families still concerned with the pandemic of COVID 19 and state regulations under AB130 requiring schools to offer an independent study option, we had many students enroll at eLearn (500 students to 1500 overnight!) We started with 10 elementary and 4 middle/high school teachers and had TSAs (Teacher on Special Assignment) covering classes to support the large and ongoing enrollment of students while the administration team feverishly hired 160 teachers in order to deploy TSAs back to their designated roles. By the end of January 2022, we hired all teachers and TSAs were returned to their departments.

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

In building our staff, we hired 120 teachers who are not fully credentialed teachers.

- This is a key factor in ensuring challenging content and effective instructional strategies for our students' academic success.

Another key factor that contributed was the transition from families' distance learning experiences from the prior year in response to the pandemic to the expectations of an online independent study program.

- This is a key factor in improving academic performance due to the inability to communicate the differences and expectations of an online independent study program.

With such a quick growth of a student population to 4700 students (TK-12), we also acquired 30% of the district's chronic absenteeism rate.

- This made delivering instruction to a large group of students who were not logging on to access the learning.

Another key factor is that we had no staff, with the exception of the principal. District support was provided until the admin team, office staff, and support staff (HSL, CWAS, and Attendance clerks) were hired in October 2021.

- This had an impact on student achievement because students and families had little to no support in accessing the curriculum.

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).

eLearn did not have an SPSA in the 2021-22 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

As a result of collecting informal data collecting based on the 2021-22 school year, we will be implementing the following to improve academic performance:

- teacher staff development on digital resources to support student learning (TK-12)
- professional learning that focuses on good first teaching instructional strategies aligned to the virtual learning environment with strengthening knowledge of the common core standards (TK-12)
- refine our independent study program requirements that include project-based learning, (TK-12)
- utilize our GVC (guaranteed viable curriculum) to ensure grade-level rigor and state standards (TK-12)
- integrate CTE (Career Technical Education) and real-world experiences utilizing the technology standards and FUSD's Graduate Profile

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:

NA

2 ELAC:

NA

3 Staff:

Teachers requested additional digital platforms to use as a supplemental resource for academics. Teachers also agreed to additional PL to support learning of content and effective virtual delivery of instruction strategies. Teachers requested additional technology (keyboard, mouse, doc cam, etc.) Teachers also requested students to have more technology (mouse, additional monitor, etc.)

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
- IPG Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments Common Formative Assessment Data Analysis by Classroom
- 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 2022.
- 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 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)

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 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

TST (Targeted Support Team)

Owner(s):

Admin

School Psychologist

RSP Teacher

TSA

BIA

Timeline:

Monthly

- 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

- On-going training related to Universal Design for Learning (UDL) Instructional Model.
- All students K-8 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 implementation of ELA
- TSA's 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 use of complex text.
- All students K-8 will participate in Blended Learning/Personalized Learning.
- Dryerase 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 students' 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.
- RCA will support students with accessing academics through SEL support.
- Targeted Support Team (TST) utilized for academic, behavioral, attendance, and SEL concerns.
- MS students with one D or one F will be flagged weekly, and teacher/academic counselor will meet with students to support 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 needs.

Tier 3

- Intervention targets more specific academic deficits and more individual students
- Targeted Support Team (TST)
- Special Education Assessment/IEP
- Behavior Intervention Specialist to support academics

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant subgroups. Student incentives will be provided to students who meet or show progress on reading benchmarks.
- 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 from REA

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.
- Flexible set-up in classrooms.
- 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.
- Flexible set-up in classrooms.
- 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](#)

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 intervention from TSA
- Math Intervention will begin in September. Instruction will target gaps in basic skills

October

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

December

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

March

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

May

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

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
School Psychologist
RSP Teacher
TSA
BIA

[Timeline:](#)

- Will meet monthly to discuss to progress and/or growth with Tier 2 supports.
- Data to be used: iReady, CFA, fluency, student artifacts

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

Data Driven Instruction

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

Teachers
Admin

[Timeline:](#)

August/September

- Teachers will analyze SBAC and iReady data

- 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

ILT

from Spring 2022.

- 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 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)

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.

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.
- TSA and BIA will provide 30 minutes of intervention/enrichment to students in math.
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Admin will conduct data chats with students in the following subgroups - Hispanic, English Learners, Socioeconomically Disadvantaged.
- After school tutoring 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:

- BIA will provide small group instruction in math with a focus on understanding vocabulary used in math
- 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.
- Flexible set-up in classrooms.
- 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.
- Flexible set-up in classrooms.
- 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: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#) [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: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Admin
Teacher
PLC
BIA
EL Coordinator

Timeline:

August

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

January

- BIA and EL Coordinator will have data chat with EL students and set goals in preparation for ELPAC assessments. Review Re-designation criteria with students.
- ELPAC PL will be provided by TSA to teachers in grades K-11th.

February/March

- BIA and TSA will support students with ELPAC practice to familiarize them with the format of the assessment.

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

TST (Targeted Support Team)

Owner(s):

Admin
School Psychologist
RSP Teacher
TSA
BIA
EL Coordinator

Timeline:

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.
- EL Coordinator, TSA, and BIA 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.

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.
- BIA, TSA, and/or EL coordinator will provide small group instruction in ELD.

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Caps & Gowns / Senior Pics / Senior Trip / SWAG / Materials & Supplies	12,500.00
G1A1	One-time School	Instruction	Nc-Equipment			NC-Equipment	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Computers and other Non-Capitalized Equipment for Students	4,500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	2,392.00

\$24,392.00

2022-2023 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 - 2 planning days/teacher TK-6 (October/December) with PLC - No IEPs	79,616.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8963	G1A2 - 8 hr TSA	120,909.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2 - 2 planning days/teacher TK-6 (October/December) with PLC	42,775.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies, Open POs, Food, Incentives, G1A2, G3, G4, G5.	47,286.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Copier Lease - Supports all goals	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1037	G1A2 - 8 hr TSA	13,990.00
G1A1	One-time School	Instruction	Teacher-Supp			G1A2 Extra instructional support	20,141.00
G1A1	One-time School	Instruction	Oth Cls-Supp			G5A1 Distribution of Instructional Materials/Family Supports	7,848.00
G1A1	One-time School	Instruction	Bks & Ref			: software, iReady toolkit, subscriptions - supports all Goal 1, Goal 3, Goal 4.	7,500.00
G1A1	One-time School	Instruction	Mat & Supp			: G1A2 Instructional Materials & Supplies - No food or Incentives	6,481.00
G1A1	One-time School	Instruction	Nc-Equipment			G1A2, G5A1 Technology	5,000.00
G1A1	One-time School	Instruction	Direct-Maint			G1A2, G4A1,2 &3 Technology and Site Based Maintenance Repairs	5,000.00
G1A1	One-time School	Instruction	Direct-Graph			G1A2,3 Graphics Printing	8,500.00
G1A1	One-time School	Instruction	Cons Svc/Oth			*Other* : G1A2,4 San Joaquin Valley Writing Project	25,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			G1A1 Extra Instructional Support - No IEPs	67,533.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			Lexia : Bundled Contract	14,900.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors & Extra Instructional Support	34,745.00

\$522,224.00

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	✓		80.1 %	2021-2022	85.2 %
Graduation Rate	✓		89.05 %	2020-2021	94.15 %

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.

Fall Climate Culture Student survey - percent favorable in student-centered/real world experiences

When looking at the Fall C&C student survey - percent favorable in student-centered/real world experiences, at first glance it appears to be on the higher end of average at 79% which is also the average for FUSD Specialty Schools. However, when looking at the 4 individual questions in this category, students rated question 1 (I know how to change and improve based on the feedback I am given.), and question 2 (Even when things are hard, I can overcome challenges in my life.) 94% and 93% respectively. However, on question 3 (My school teaches lessons in ways that connect to my life.) and question 4 (My school prepares me for life with real-world experience.), students rated these two much lower 63% and 66%.

As a site, J.E. Young needs to work on improving the way students feel about teachers connecting lessons to their lives as well as finding ways to provide more real-world experiences for students. When comparing the data to the other Specialty Schools the average for J.E. Young is the same as for the Specialty Schools at 79%. When comparing the same data to the district average. J.E. Young is 5% higher with 79% compared to district average of 74% in the same survey domain.

Graduation Rate

1 Year Graduation Rate

J.E. Young's goal is to help students attain credits and return to their comprehensive high school if they choose to. The 2020-2021 Graduation Rate was 89.1%; which was 2.1% higher than our projected target of 87%. This graduation rate is based on the students who actually stayed at J.E. Young and graduated, and does not count the students who attained enough credits to be back on track for graduation and returned to their comprehensive high school. For the upcoming 2022-2023 school year, our target will be to exceed the 2021-2022 graduation rate of 89.1% and reach 90%.

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

Overall, JEY students' responses to the fall survey did not differ tremendously than students across the district.

JEY has a higher % of Hispanic students who are also EL students. There are also slightly more Hispanic students who are SpEd than other race/ethnic backgrounds. Hispanic students who are EL and SpEd may have a harder time understanding what "student-centered/real-world experiences mean due to language barriers as well as due to some specific special educational needs they may have such as comprehension and processing as they read the survey.

DATA:

For the 2021-2022 Fall C&C Student Survey, there were 755 student responses out of the 1275 students enrolled which is only 59% participation. Of the students who took the survey, the responses of "No" for question 3 were fairly the same as the District: Socioeconomically disadvantaged. JEY 54%; District 51%. Males and females who said "yes/no" were about the same, with the district being slightly lower. There was a higher % of JEY SpEd students who said "yes" to question 3 than who marked "no" than the district %.

The race/ethnicity breakdown to question 3 was fairly equal for the African American student population for both JEY and district at 55% and 54%. The Asian student population for both JEY and district was fairly equal for both JEY and the district at 62% and 64%. JEY had a higher % of Hispanic students 65% take the survey compared to the district at 57%. Students who associated with 2 or more races was 70% for JEY and 54% for the district. The White student population varied 6% with JEY at 54% and district at 48%. Students who's confidentiality was protected for this survey was 15% higher for JEY at 75% than the district at 60%.

Question #4 in the student-centered/real world experiences domain: EL students J.E. Young as well as the EL students across the district rated this question more favorably than the EO or RFEP students. JEY's ratings: EL-77%; EO-63%; RFEP-66% - District's ratings: EL-77%; EO 58%; RFEP-60%.

More Socioeconomically disadvantaged students throughout the district responded "yes" to this question.

J.E. Young rated 70% "yes"; and 52% "no" compared to the district at 64% "yes", and 55% "no". The gender breakdown was fairly comparable between females and males, with slightly a higher % of females responding yes to question 4. The SpEd students had a slightly higher % of "yes" responses than "no" responses. JEY 69% "yes"; JEY 65% "no" compared to district with 75% "yes"; 60% "no" to question 4.

The race/ethnicity breakdown to question 4 was lower for African American students at JEY than the district (55% JEY; 63% district). The JEY Asian student population responding to the survey was slightly lower than the district (58% JEY; 68% district). The JEY Hispanic student population responding to the survey was slightly above the district % (68% JEY; 62% district). JEY Students who associate as being 2 or more races responded was 21% higher than the district (81% JEY; 60% district). The white student population at JEY had a higher % of students respond to this question than the district (65% JEY; 52% district). Of the students who responded to question 4, 70% of JEYs students confidentiality was protected compared to 53% of all students in the district who responded to question 4.

Of the 755 students who responded to this survey, 167 students didn't agree or disagree with question 3. For question 4, 140 of the 755 students didn't agree or disagree with the question.

Graduation Rate:

Some of JE Young's seniors who may have been at JE Young for 2 1/2 - 3 years may opt to return to their home area zone school before January 30th of their senior year. When this happens, their graduation status goes towards their home area zone school graduation rate, not J.E. Young's graduation rate. In addition, some seniors who come to J.E. Young their 11th / 12th grade year have chronic absences and their attendance doesn't improve once they come to J.E. Young. Often these students should have transitioned from their home area zone school to a continuation school, but the continuation schools were full, so they stayed at J.E. Young and often quit coming to school, especially if they have turned 18. It's very difficult to locate these students even after home visits, multiple attempts at contacting parents. At times these students are referred to student services and they are dropped which goes against the drop-out rate which also effects the graduation rate negatively because they could not be located and supported to finish their credits and graduate.

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).

Climate & Culture Survey: A major difference between the 2020-2021 and the 2021-2022 C&C student survey was that the student-centered and real-world learning experiences domain was not on the 2020-2021 survey. Prior to COVID J.E. Young had been working on incorporating project-based learning that was student-centered and promoted real-world learning experiences for students. However, during COVID, JE Young could not provide project-based learning opportunities to students that would have been able to be truly student-centered and real world learning experiences. For the 2021-2022 school year, with all the major changes that J.E. Young went through such as incorporating the eLearn High School program into J.E. Young, our enrollment expanded to over 1,200 students with over 1,000 of the students remaining virtually due to many families not wanting their students back on campus due to COVID fears. JE Young has been constantly enrolling new students into both eLearn and J.E. Young's in-person program all year which has resulted in many student schedule changes, the hiring of many new teachers for eLearn. With these constant changes, JE Young would not have been able to sustain PBL with fidelity giving students true student-centered and real-world learning experiences. J.E. Young has also has a partnership with Fresno City College where students are gaining some in-sight as to what college will be like. They are able to take Fresno City College courses and earn high school electives as well as college units; however, with COVID, the dual enrollment program has been virtual which takes away from students being able to experience what it is like going on campus and taking courses.

Graduation: Although JE Young had a 2% higher graduation rate than the target of 87%, for the 2020-2021 school year, J.E. Young was still under the 4 year Cohort Graduation Rate and had 202 graduates which included summer graduates. One major difference is that during 2020-2021 school year, J.E. Young was approved to be a DASS school which puts JE Young under a 1 year graduation rate factor which will allows seniors who have not been at J.E

Young for the full four years to factor into the graduation rate. For the current 2021-2022 school year, J.E. Young has more seniors than in years past. Currently JE Young has 305 seniors. There have been 54 early graduates. There is the potential of about 90 more seniors graduating with their full 230 credits; a potential of about 108 graduates if the waiver is applied; and a potential of 25 summer graduates. Of the 305 seniors there are approximately 24 seniors who are off-track for the 2021-2022 graduation.

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 2022-23 SPSA.

Climate & Culture - Student-Centered and Real World Learning: For the upcoming 2022-2023 school year, JE Young will work to provide more student-centered and real-world learning experiences for students in order for students to feel they are more prepared for life after high school. These experiences may be through Project Based Learning experiences as well as through our dual enrollment college programs. We will continue the partnership with Fresno City College providing business technology classes as well as the dual-enrollment program for students. JE Young has a Social Media Marketing Class, however, more recruiting for the class needs to be done and building partnerships with local agencies needs to be expanded in order for this program to be student-centered and provide real-world learning experiences. Project Based Learning experiences will live within the Community Leadership classes. Staff will be able to work on PBL planning during PL time.

Graduation: With the state waiver due to COVID in place, J.E. Young has the potential of approximately 108 seniors who may graduate if the waiver is applied to their credit status. If the waiver was not in place, those 108 seniors potentially would be among the other 24 seniors off track for the 2021-2022 graduation. Not knowing if the waiver will be implemented for the 2022-2023 school year, JE Young will have to focus on decreasing the number of off-track seniors, which is one of the actions. In addition, JE Young will be hiring a CWAS to support with identifying students who have chronic absences and making contact with families and to schedule parent meetings with administrators and/or counselors. Seniors who are severely credit deficient need to be identified early so as they can be transitioned to one of the continuation schools so that they can be in an everyday program which would allow students to also enroll in high school credit recovery classes as Fresno Adult School as another means of recovering deficient credits.

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:

eLearn students who are not on campus don't feel the survey applies to them since they are not physically on campus. Some students couldn't access the survey—it might be because the survey was tied to their home school before transitioning to eLearn or JEY.

2 ELAC:

Incorporated with SSC meeting

3 Staff:

With so many students online, it's hard to get students to fill out the climate and culture survey. Many parents don't feel the survey is applicable to them when their student is online and never comes on campus for classes. Clarification of the AB 130 waiver helped teachers understand what it is and that it is not applied until the end of May.

Action 1

Title: Dual Enrollment - High School

Action Details:

By the end of the 2022-2023 school year, J.E. Young student enrollment and course completion numbers in dual enrollment courses will increase by 10% of the 2021-2022 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 2022 and Spring 2023.

College units/high school elective credits: Dual Enrollment Grades for Fall 2022 and Spring 2023.

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

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

Teacher - J. Garabedian

J. Silva; S. Her - Academic Counselors

[Timeline:](#)

August 2022 - June 2023

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

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

Mentor coaching

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

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

[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. 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

- 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

Action 2

Title: Job Development and Project Based Learning - High School

Action Details:

By the end of the 2022-2023 school year 100% of J.E. Young students will participate in at least one school-wide Project Based Learning opportunity. In addition, the job developer will increase the number of career related presentations and events by 10%.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

Explain the Progress Monitoring and data used for this Action

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

PBL Planning/Implementation/Community Resources

Community feedback for PBL Projects

PBL Grades

CCR Data

Teams attendance rosters (for # of students attending)

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

Owner(s):

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

J. Silva, S Her; Academic Counselors

M. Niehoff, PBL Specialist

Timeline:

August 2022 to June 2023

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

Gold Standard by PBL Works

ILT created PBL lessons/projects

Work Permits

Flyers for presentations/events

Virtual Job Board to be created/updated by Job Developer

Materials/Supplies/Books/Technology

Guest Speakers

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, hotspot

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

Action 3

Title: Social Media Marketing

Action Details:

By the end of the 2022-2023 School year, SMM enrollment will increase from the current 2021-2022 year ending of 13 students enrolled in SMM to at least 22 students enrolled.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administrators: C. Wood, Principal; R. Day, Vice-Principal; Dawn Gardner, Office Manager

J. Silva, S. Her; Academic Counselors

Jodie Garabedian, Teacher

Timeline:

August 2022 - June 2023

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

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

Specify enhanced services for EL students:

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

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

Action 4

Title: Decrease Off-Track Seniors - High School

[Action Details:](#)

By the end of the 2022-2023 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

Total credits at the beginning of the school year.

Total credits at each reporting period.

Number of students attending the after school extended learning session.

Counselor to monitor monthly off-track senior progress

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

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

Edgenuity Online Data

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

Winter Session

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

Dual-Enrollment Data

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

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

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

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

MTSS: 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 as well as mentor coaching.

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

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

Owner(s):

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

Counselors: J. Silva; S. Her; A. Santillan; N. Madrigal

Online Manager: Thomas Nixon

All certificated teachers

Timeline:

August, 2022 to June, 2023.

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
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, hotspot

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

Action 5

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

Action Details:

By the end of the 2022-2023 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

Total credits at the beginning of the school year.

Total credits at each reporting period.

Number of students attending the after school extended learning session.

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

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

Edgenuity Online Data

Winter Session

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

Dual Enrollment (11th grade)

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

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

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

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

MTSS: 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 dedicated monthly EL training. Teachers will know who their EL students are so they can support their EL students more effectively.

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

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

Owner(s):

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

Counselors: J. Silva; S. Her; A. Santillan; N. Madrigal

Online Manager: Thomas Nixon

All certificated teachers

Timeline:

August 2022 to June 2023

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
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, hotspot

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

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	✓		86.01 %	2021-2022	88.11 %

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.

eLearn Academy opened in 2021-22 under JE Young as a TK-12 school. Due to a massive increase of families still concerned with the pandemic of COVID 19 and state regulations under AB130 requiring schools to offer an independent study option, we had many students enroll at eLearn (500 students to 1500 overnight!) We started with 10 elementary and 4 middle/high school teachers and had TSAs (Teacher on Special Assignment) covering classes to support the large and ongoing enrollment of students while the administration team feverishly hired 160 teachers in order to deploy TSAs back to their designated roles. By the end of January 2022, we hired all teachers and TSAs were returned to their departments, and are servicing 4,700 students and 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.

In building our staff, we hired 120 teachers who are not fully credentialed teachers.

- This was a key factor because our teachers didn't have the skillset and strategies to support students in a virtual environment regarding social-emotional learning (SEL) and embedding real-world experiences into their instructional lessons.

Another key factor that contributed was the transition from families' distance learning experiences from the prior year in response to the pandemic to the expectations of an online independent study program.

- This was a key factor because we didn't have all the resources available (and quickly and efficiently transferred) to the virtual learning environment. We didn't have the resources of time, personnel, and materials to support the transfer of extracurricular activities to a virtual environment.

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 attempted to ensure that equity across the board was the same for our students as it was for students in an in-person setting. For example, field trips, student experiences (CTE), access to arts education. We also did not have the resources of time, personnel, and materials to support the transfer of extracurricular activities to a virtual environment.

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 2022-23 SPSA.

Through informal data collecting, some changes that will be included next year are the following:

- working collaboratively with various departments (Goal 2, VAPA, CTE, etc.) to ensure our students have the same experiences as their in-person peers.
- create a Climate and Culture Team (CCT) to analyze data, create structures, routines, and a positive culture for staff, students, and families.
- strengthen students' social-emotional skills for college and career readiness

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:	2 ELAC:	3 Staff:
NA	NA	Teachers requested PL for implementation and resources available to lead a club for students. Teachers requested online and in-person field trips for students. They also asked for a career day for students.

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
- Awareness of FHS Learner Profile
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Quarterly Recognition
- Chaplain Program-character counts
- School Wide Jobs
- WOW Awards
- Pennies for Patients
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Bullying Prevention Assembly
- Tournament of Technology

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 behavior entries in ATLAS
 Office 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
- TSAs
- 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.

Tier 2

- CWAS will support students with accessing academics through SEL support.
- TSAs will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public. HSL and CWAS will support families with struggling students.
- Behavior Contracts
- Peer tutoring
- Social Skills group
- Conflict Resolution
- Mentoring
- Re-Engagement Center
- Calming centers

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:

Specify enhanced services for low-performing student groups:

- 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.
- 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..
- PTA facilitates various family nights to support character building.

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 Behavior Intervention Specialist, including home visits, A2A conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
- Strategically assigned jobs for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
- All students will be encouraged to participate in a broad range of arts, activities and athletics.
- Mentor assigned to Tier 2 and Tier 3 students, provided by various classified/certificated staff members.
- 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 Action Team (COST).
- 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.

2022-2023 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 & Adobe License	17,500.00
G2A3	Sup & Conc	Instruction	Bks & Ref			Books and References	1,500.00
G2A5	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	10,000.00
G2A5	LCFF: EL	Instruction	Nc-Equipment			NC-Equipment	4,500.00
G2A5	One-time School	Instruction	Nc-Equipment			: NC-Equipment	5,785.00

\$39,285.00

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	✓		69.86 %	2021-2022	65.26 %
Suspension Rate - Semester 1	✓		0.35 %	2021-2022	0.02 %

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

J.E. Young High School - In years prior to COVID, the attendance policy that was in place for a 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. For this current school year 2021-2022, J.E. Young's enrollment has increased to over 1,200 where it had previously been around 350. The increase in enrollment is due to many families not wanting to send their students back to campuses due to COVID. As the eLearn program grew exponentially, J.E. Young took over the 9th -12th grade eLearn program.

During the 2020-2021 school year, there were more students who had severely chronic absence (46.9). During the current 2021-2022 school year, the severely chronic absence rate has decreased some but is still high at 38%. The "Good" attendance during 2020-2021 school year was 19% with a 27% "Good" attendance rating for the current 2021-22 school year.

The 1st semester attendance of 2021-2022 was an average of 37% of students who had severely chronic absences; 19% had chronic absences; 27% had good attendance and 16% were manageable.

Within the subgroups, African American and Hispanic students had a higher proportion of severely chronic absenteeism than other ethnic subgroups with African American at 42% and Hispanic 39%.

34% (33 students) with disabilities have severely chronic absences. 36% of EL students (64 students) fall into the severely chronic absence band. 46% (7 students) of foster youth have severely chronic attendance. 67% (16 students) in the homeless population also have severely chronic attendance.

Suspensions students with 1 or more

J.E. Young High School - During the 2020-2021 school year, there was only one suspension for a total of 1.5 days. This decrease in suspensions can be correlated to distance learning in which students were working

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

Chronic Absenteeism

J.E. Young High School - As an Independent Study school, we use the ADA model which is the number of hours of work a student completes that calculates into the number of positive attendance. For the upcoming 2022-2023 school year, chronic attendance will be calculated by the number of zero assignment contracts which depicts students who completed no work during a 4 week contract time period.

Suspensions students with 1 or more

J.E. Young High School: The current suspension data shows that Hispanic students have a higher suspension rate than any other sub-group (6 students). This is followed by African American students (4 students). Overall more females (6) have been suspended, and the 9th (5) and 10th (5) grade students have been suspended more than 11th (3) and 12th (0) grade students. The current suspension data for semester two of the 2021-2022 school year has drastically increased from the first semester. During the first semester there was a total of 7 suspensions with a total of 11 days suspension. So far, during semester two (Jan-March) there have been 15 suspensions for a total of 41 days suspension. The suspensions were for: marijuana/paraphernalia (7 suspensions); fights (5 suspensions); possession of small knife (2 suspensions); threatening to cause physical harm (3 suspensions); the remaining suspensions were for habitual profanity toward an adult and other students.

from home. Currently (through end of February) for the 2021-2022 school year, there have been 14 suspensions with a total of 35 total days: 12 unique students and 1 student who had 2 suspensions. The ethnic/racial background of students who have been suspended are: African American 4 with 2 males/2 females. Hispanic 6 with 4 female and 2 male. Asian 2 with 2 female. 2 or more races was 1 male with 2 suspensions. The increase in suspensions is largely due to more students back on campus. The grade levels for the suspensions are: 5-9th; 5-10th; 3-11th. The majority of the suspensions have been for possession of marijuana/paraphernalia, under the influence of marijuana and for fights.

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).

Chronic Absenteeism:

J. E. Young High School: Since J.E. Young is an independent study school, students don't attend school everyday, so daily attendance for every student is not taken; it is only taken on the days they are scheduled to attend school. Our intended attendance implementation, of calculating attendance is by using the ADA model which is the number of hours of work a student completes that calculates into the number of positive attendance. For the upcoming 2022-2023 school year, chronic attendance will be calculated by the number of zero assignment contracts which depicts students who completed no work during a 4 week contract time period.

Suspensions students with 1 or more

Our intended goal is to always reduce suspensions. For the current 2021-2022 school year, there has been an increase in suspensions compared to the 2020-2021 school year where there was only 1 total suspension for the year. The increase in the current year's suspension data can be directly correlated to more students being back on campus. In addition J.E. Young normally has very few 9th grade students on campus, and when they do enroll, it has typically been during semester 2 or the student needs to be in the ISP program where they attend in-person one day a week. This current year, due to JE Young taking on the eLearn 9-12 grade students there are more 9th grade students that started off in eLearn, but have transitioned into in-person learning. 5 of the current suspensions are 9th grade students. JE Young will need to focus on reducing the number of suspensions, by implementing more on-campus interventions.

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 2022-23 SPSA.

Chronic Absenteeism: For the 2022-2023 school year, chronic absenteeism will be calculated by the number of zero assignment contracts submitted which reflects zero work completed during each contract time period. Zero contracts will be tracked by attendance clerk. Zero contracts will trigger an additional phone call home to discuss academic progress. Tracking the zero contracts will not only allow us to monitor academic progress, it will allow us to quickly identify students who repeatedly have zero contracts.

Suspensions student with 1 or more: For the 2022-2023 school year, JE Young will focus on implementing more on-campus interventions to reduce the number of suspensions. In addition, monitoring areas where students were found to be engaging in behaviors that led to their suspension.

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:
From SCC Staff: absences is still a problem. Why has J.E. Young

2 ELAC:
ELAC is combined with SSC

3 Staff:
Chronic absences is still a huge problem. Archiving students' Edge

gotten so many students 2nd semester that have behavior problems? Discussed how continuation schools have been full, so JEY gets the overflow. DPI behavior placements are a concern. Should those students be allowed to be in the main JEY program? More 9th grade students on campus due to not being successful in eLearn, so they transitioned to JEY in-person program. Some 9th grade students have not been on a school campus since 6th grade and have not been able to assimilate into a secondary school environment.

classes until parent conversation w/admin or counselor has made a little difference. If a student has chronic absences, why are they not referred back to their home school after 3-4 weeks - they are breaking the IS contract by not attending. Why isn't an IS student supposed to be dropped for attendance?

Action 1

Title: Student Engagement

Action Details:

By the end of the 2022-2023 school year, we will increase student engagement/participation from the current 47% in 2020-2021 to at least 70% of students engaged and participating in school-wide activities.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Atlas Engagement Tool

Student Sign-in Sheets

Student Conference Enrollments

ASB

Quarterly and weekly review of enrollment by school site and program

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

Completion of yearly Culture and Climate surveys

Owner(s):

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

Counselors - S. Her, J. Silva; A. Santillan; N. Madrigal

Jodie Garabedian, Campus Culture Director

Certificated Teachers

Classified Staff

Timeline:

August, 2022 to June, 2023.

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

Extra Pay contracts for CCD and club sponsors

CCD meetings/trainings

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

Transportation for field trips

SEL strategies

EL strategies
PAC/RSJ Committee - ASB & A4
CCST team
Goal 2 funds
Academic Awards
FCC enrollments
College Field trip (in-person and virtual)
School Clubs
Provide opportunities for all students to participate in Goal 2 activities
Continue some virtual student activities on Teams
Parenting Class -Connecting with students
Campus Culture Director provides a monthly report on unique students and event data
Final monitoring through end of year school by school and region comparison data
Career Fairs
School Choice Expo
College Night
Other materials/supplies/technology/contracts/subs to support this action
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. 52% (95) EL students have currently been involved in student engagement activities during the 2021-2022 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, 610 unique students of the 1306 students enrolled (47%) 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-45%; Asian 55%; Filipino 50%; Hispanic 46%; Native American 43%; Pacific Islander 43%; two or more races 46% and white 46%. English learners made up 52% who participated in engagements; SpEd at 32%; Foster Youth 22%; Homeless 29%; Socioeconomically disadvantaged make up 48%. By gender, males 43% of males, 50% of females, and 33% of non-binary students participated in student engagement activities.

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	✓		55.41 %	2021-2022	40 %
Suspension Rate - Semester 1	✓		0.05 %	2021-2022	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.

eLearn Academy opened in 2021-22 under JE Young as a TK-12 school. Due to a massive increase of families still concerned with the pandemic of COVID 19 and state regulations under AB130 requiring schools to offer an independent study option, we had many students enroll at eLearn (500 students to 1500 overnight!) We started with 10 elementary and 4 middle/high school teachers and had TSAs (Teacher on Special Assignment) covering classes to support the large and ongoing enrollment of students while the administration team feverishly hired 160 teachers in order to deploy TSAs back to their designated roles. By the end of January 2022, we hired all teachers, TSAs were returned to their departments, and we were servicing 4,700 students and 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.

A key factor that contributed was the transition from families' distance learning experiences from the prior year in response to the pandemic to the expectations of an online independent study program.

- This is a key factor in increasing student engagement because families believed eLearn was going to be the same experience as the 2020-21 school year.
- Families also struggled with knowledge of technology and resources to support virtual learning. In Addition, families did not understand the requirements of an independent study program.

With such a quick growth of a student population to 4700 students (TK-12), we also acquired 30% of the district's chronic absenteeism rate.

- This made delivering instruction to a large group of students who were not logging on to access the learning a challenging task.

Another key factor is that we had no staff, with the exception of the principal. District support was provided until the admin team, office staff, and support staff (HSL, CWAS, and Attendance clerks) were hired in October 2021 and social workers who began in January 2022.

- This had an impact on student engagement because we could not offer the customer service and supports our families desperately needed to be successful.

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).

eLearn did not have an SPSA for the 2021-2022 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Based on informal data and learnings from this school year, we plan to do the following:

- create and communicate clear expectations and requirements to families to ensure student success. This will include creating a process for identifying students' lack of attendance to live sessions. In addition, when reconciling attendance to work completion, monitoring student work completion percentage and connecting with families to discuss academic progress. Tracking this will support us having better knowledge of students who are frequently not completing work.
- utilize efficiently our support staff to ensure students' and families needs are being met
- create clubs and extra curricular activities

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:
NA

2 ELAC:
NA

3 Staff:
Teachers suggested PL on learning how to use Atlas connect to text messages families. They also LOVE their district-issued cell phones to regularly communicate with guardians. Teachers also suggested additional support for SEL and digital citizenship.

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-8
- 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-8 for students with positive behavior for the quarter including treats, incentive trips/events supported
- 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):

Tier 1

- 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, CWASs, 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.

Specify enhanced services for EL students:

- BIA or EL coordinator will provide support to Identified EL students with check-ins, mentoring and

Specify enhanced services for low-performing student groups:

- CWASs, social workers, counselors, and school psychologists will work with targeted families to provide

incentives.

resources and support for positive school attendance.

2022-2023 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	Direct Trans			: Busses for Senior Trip	7,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Repairs for student devices	1,000.00

\$8,000.00

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	✓		91.12 %	2021-2022	96.22 %

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.

Staff Goal -

J.E. Young High School currently has 51 full-time teachers (16 at JEY Abby Site; 14 at the Satellites; 21 eLearn teachers with an additional 3 long term subs for a total of 24 eLearn. 29 Female; 25 Male. We have 14 Hispanic, 3 Asian, 1 African American, 33 White. We currently have 11 who speak Spanish. The administration, classified and other support staff are comprised of: 13 Hispanic, 3 Asian, 1 African American, 4 White. 5 speak Spanish fluently, and 3 who speak Hmong fluently.

As we enter the 2022-2023 school year, we need to focus on hiring, retaining and building the capacity of a staff that reflects the diversity of our students. We serve the most underserved students enrolling them from our comprehensive high schools across all regions of FUSD. We must have a staff that has understanding, patience, experience, empathy and reflects the diversity of our students.

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

Staff Goal -

Many of J.E. Young teachers have utilized the CWA's for Spanish translation phone calls, or they utilize one of the Office Assistants for Spanish and Hmong phone calls. Currently we don't have any full-time CWA's due to retirements. We will be hiring to fill those positions. Some staff are involved in student engagement opportunities as well as a few who are members of the Campus, Culture and Safety Team (CCST). Many who are club advisors are also the staff members who are on the CCST. There are many staff members who are not involved with any school activities. We also serve the most underserved students in our district that come from all regions within the Fresno Unified School District. We must have a staff that has understanding, patience, experience, empathy and reflects the diversity of our students. At the beginning of COVID, Fresno Unified, made a commitment to make sure every student in FUSD had an electronic device to use at home for distance learning. All J.E. Young students all have an electronic device that they use at home and for in-person students they have to bring them to school, as JE Young does not have enough devices on campus to let students use while they are on campus for classes. Many students don't have a device at home, so the school issued devices get a lot of wear and tear on them. 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. Our supply was depleted when COVID hit; we wanted to get devices in the hands of our students so there was little to no learning loss. All devices that JE Young had on campus were given to students who needed one. We continued to allocate funding to purchase more technology such as devices and headphones. The district put into place 3 FLATS Centers where families could go and check out or exchange non-working devices as well as pick up a hotspot as needed.

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 2021-2022 school year, we added 2 teachers replace teachers who retired, and were able to add an additional FTE for a total of 3 new teachers for the JEY Abbyteaching. At the end of the 2020-2021 school year, and we also had one classified staff who retired. That position has not yet been filled. Due to the fast growing high school eLearn program, we had to hire 21 teachers and hire 3 long term subs to fill the eLearn positions. We currently have at least two teachers retiring at the end of the 20212022 school year. We had one classified staff retire in March. These three positions plus the CWAS position that was vacated at the end of the 2020-2021 school year will also be filled.

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 2022-23 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, communication, IPG focus standards, and PBL . These are some of the teacher leadership roles teachers will be able to take on in the upcoming 2022-2023 school year, Teachers will have opportunities to engage in Professional learning through the school site and/or district throughout the school year.

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 had no feedback or suggestions.

2 ELAC:

ELAC is combined with SSC

3 Staff:

Staff had no feedback or suggestions.

Action 1

Title: Teacher Recruitment and Retention

[Action Details:](#)

By the end of the 2022-2023 school year 100% of J.E. Young staff will be trained in Cultural Proficiency as well have opportunities through the site and district to engage in professional learning opportunities.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

Digital Expo
Speaking Engagements at various events talking about the variety of programs offered at J.E. Young
Administration Networking
Average longevity of teachers currently working at J.E. Young
Extra Pay contracts for teachers being club advisors, etc.
Teacher engagement in student activities
Administrators' Data Dashboard
iAchieve for Professional Learning opportunities
Staff Conferences / PL, PLI, ACSA, CCEA, CASCWA, CCIS and other Professional Development

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

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

[Timeline:](#)

August, 2022 to June, 2023

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

Student Academics:

- PL for teachers
- PLC meetings
- 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
- Project-Based Learning

Student Engagement:

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

Specify Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services 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

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	✓		83.92 %	2021-2022	90 %

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.

eLearn Academy opened in 2021-22 under JE Young as a TK-12 school. Due to a massive increase of families still concerned with the pandemic of COVID 19 and state regulations under AB130 requiring schools to offer an independent study option, we had many students enroll at eLearn (500 students to 1500 overnight!) We started with 10 elementary and 4 middle/high school teachers and had TSAs (Teacher on Special Assignment) covering classes to support the large and ongoing enrollment of students while the administration team feverishly hired 160 teachers in order to deploy TSAs back to their designated roles. By the end of January 2022, we hired all teachers and TSAs were returned to their departments, and are servicing 4,700 students and 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.

In building our staff, we hired 120 teachers who are not all fully credentialed teachers.

- This is a key factor because many of our staff were not hired until January 2022.
- In addition, each time teachers were added, students either transitioned to a new teacher (from a TSA) or classes were collapsed which meant that students were dispersed in groups ranging from 2-5 students to various teachers in the same grade level, also causing a change of teacher and environment for our students.
- The change of classrooms and teachers potentially happened multiple times to individual students as our numbers were constantly changing. Which caused frustration and stress on the staff and students.

Another key factor was that we were hiring teachers and offered little to no support in being prepared with curriculum knowledge, access to necessary resources, or training to support classroom management in a virtual setting.

- This is a key factor because we created stress and anxiety for our teachers who showed up every day and required additional support in order to be successful.

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

We also did not have time to build a culture to support our colleagues and staff.

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).

eLearn did not have an SPSA for the 2021-22 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

It needs to be noted that staffing predictions for next year will take us from 120 teachers (TK-8) to 39 teachers (TK-6), X (7th-8th), and X (9th-12th) for a total of X teachers (TK-12).

Based on informal observations and tasks completed this year to become fully staffed, we will do the following next year:

- provide professional development that includes instructional strategies and curriculum understanding to build confidence in delivering high-quality instruction to our students. In addition, provide professional development to increase student engagement, attendance, and feel connected to the school and community
- create a work environment where all employees have the necessary tools to be successful
- we will utilize our Instructional Leadership Team (ILT) to strengthen and support our professional learning communities (PLC)
- we will build knowledge and understanding of social-emotional learning for our adults so that they then have the necessary knowledge and skills to support students' SEL skills and competencies
- we will use the district's cultural proficiency modules to build knowledge and understanding the impact this brings to a school's culture and classroom environment
- we will create a staff handbook that articulates clear communication of staff expectations and supports offered
- ensure that we have a staff that reflects the diversity of our student body
- build a culture where all people are valued and included in the process of decision making
- build a campus culture where inclusion is the norm and organically grown

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:

NA

2 ELAC:

NA

3 Staff:

Teachers suggested various PL opportunities that ranged from content area knowledge, effective good first teaching strategies, and supporting students with SEL skills and family supports.

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

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

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

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, 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 Professional Development or Staff Services to support EL students:

- 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.

Specify Professional Development or Staff Services 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.

2022-2023 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	Travel			: PL, CCIS, CASCWA, RAPSA, CCEA and other Professional Learning opportunities	4,780.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs - PL/Travel/WASC/Meetings/Planning	5,146.00
G4A1	One-time School	In-House Instructional Staff Deve	Travel			Conferences / Professional Development / Meetings	5,000.00

\$14,926.00

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	✓		83.98 %	2021-2022	88.08 %

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

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

Family Goal -

The family goal for the 2022-2023 school year is to increase all areas of the Climate and Culture Family survey by at least 3% positivity, and to not decline in 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 COVID our average attendance at the monthly parent meeting was 17. Since holding the parent meetings virtually, parent participation has steadily declined. For our Back to School Night and Open House events, our average was about 30; however since the beginning of COVID and having to have these events virtually, there has been little parent participation in the virtual meetings. The 2021-2022 Back to School virtual event had 2 parents participate.

Parent Survey- Respected and Welcomed

The Climate & Culture Family survey results for the fall of 2021, based on only 104 parent responses shows a 84% positivity. There is no data for the fall 2020-2021 survey. 104 families responding out of over 1,200 families (9%), is not a true representation of how all J.E. Young families would respond. J. E. Young needs to focus on getting more families to complete parent surveys.

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

Family Goal -

With the state lifting mask mandates, and the district allowing for more on campus events, we expect to see an increase in parent participation in our monthly parent meetings, as well as our Back to School and Open House Event for the upcoming 2022-2023. We are also hoping to welcome parents back to physically attend our Qtr awards celebrations. We will especially target low performing families for all events like EL, SPED and off-track students.

In addition, not all parents had direct communication with their child's teacher if there was a language barrier which resulted in a translator having to call the parent to review academic progress, attendance, as well as general positive phone calls re: student improvement, etc. The translators in most cases were extra support staff who didn't have access to Atlas and Edgenuity to give detailed information to parents about their student's academic performance as well as attendance concerns. The translators would do their best at relaying what the teacher wanted conveyed to parents. And as JE Young staff would attempt to call parents, they were met with disconnected numbers, voice mailboxes not set up, or wrong phone numbers. For a student who has chronic absences and not making academic progress, it is vitally important to have up-to-date contact information. In addition, JE Young didn't have a CWAS following up on attendance issues.

Parent Survey- Respected and Welcomed

Having only 9% of the JE Young families respond to the fall 2021 family survey, we believe this is due to the survey being done online. Due to ever increasing enrollment, we did not dedicate classified staff follow-up by JEY Staff to follow-up on survey completions by making parent phone calls, sending out school messengers, or posting reminder notices in the main office for families to see when they came to the office. We also didn't have many families participate in the virtual, fall monthly parent meetings so we could remind and encourage families to complete the survey. J.E. Young needs to focus on getting more families to complete parent surveys.

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).

JE Young staff normally follows up with families who did not complete the Climate and Culture Family survey to encourage them to complete it. However, due to the classified staff supporting families with enrollment, dedicated staff was not making the phone calls to families to remind and encourage them to complete the family survey.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

For the upcoming 2022-2023, we will have dedicated staff members following up with families to encourage them to complete the survey, explaining to the families the importance of the information and how it helps us as a site get better. The goal is to increase the number of completed family surveys by a minimum of 60%. In addition, we will begin re-instating in-person parent engagement opportunities during the 2022-2023 school year.

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:

Do parents get the overall survey results?

2 ELAC:

ELAC is combined with the SSC meetings.

3 Staff:

Teachers believe that students feel there is no reason for them to complete the school survey especially for the online students.

Action 1

Title: Increase % of Family Engagement Opportunities

Action Details:

By the end of the 2022-2023 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):

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

Counselors - S. Her, J. Silva, A Santillan, N. Madrigal

All Certificated Teachers

Timeline:

To begin August 2022 through June 2023.

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

- **Student Academics:** 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. During the 2021-2022 school year, the art club met in-person, but also had students join virtually. 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 Direct Service and Opportunities for parents and families to support EL students:

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

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

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

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	✓		74.83 %	2021-2022	80 %

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.

eLearn Academy opened in 2021-22 under JE Young as a TK-12 school. Due to a massive increase of families still concerned with the pandemic of COVID 19 and state regulations under AB130 requiring schools to offer an independent study option, we had many students enroll at eLearn (500 students to 1500 overnight!) We started with 10 elementary and 4 middle/high school teachers and had TSAs (Teacher on Special Assignment) covering classes to support the large and ongoing enrollment of students while the administration team feverishly hired 160 teachers in order to deploy TSAs back to their designated roles. By the end of January 2022, we hired all teachers and TSAs were returned to their departments, and are servicing 4,700 students and 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.

A major key factor that contributed to this goal was the transition from families' distance learning experiences from the prior year in response to the pandemic to the expectations of an online independent study program.

- This is a key factor in improving academic performance due to the inability to communicate the differences and expectations of an online independent study program.

With such a quick growth of a student population to 4700 students (TK-12), we also acquired 30% of the district's chronic absenteeism rate.

- This made delivering instruction to a large group of students who were not logging on to access the learning a challenging task.

Another key factor is that we had no staff, with the exception of the principal. District support was provided until the admin team, office staff, and support staff (HSL, CWAS, and Attendance clerks) were hired in October 2021 and social workers became in January 2022.

- This had an impact on student achievement because students and families had little to no support in accessing the curriculum.
- We also didn't have the ability to create platforms (such as a website), apps to help with communication equitably (Remind, Smore, etc), or support teachers with communication tools to clearly communicate opportunities for parents to engage in their students' education.
- Not having a diverse staff also made it difficult to communicate with families who spoke various languages and offer the appropriate support or provide parents with positive feedback regarding their students.

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).

eLearn did not have an SPSA for the 2021-22 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Based on informal observation and learned experiences from all staff members, we plan on doing the following next year:

- create multiple modes of communication and tools to effectively communicate with families
- create a more efficient way to gather Climate and Culture surveys from families (JE Young in 2020-21 only gathered 28)
- work collaboratively with Fresno Unified's Department of Prevention and Intervention (DPI) to make additions to the district's Climate and Culture surveys so that it provides relevant data for eLearn's online environment. Or, if this is not possible, our CCT creates an additional survey to gather this information that is not reflected on the district's survey.
- create opportunities for families to engage in their child's education through virtual Back-to-School and Open House nights.
- work collaboratively with Fresno Unified's Family Learning and Technology Service (FLATS) department to offer technical support to families. This will include building capacity in the technology platforms and resources used for learning virtually, offering hotspots and laptops as necessary, and support for parents to troubleshoot technology issues.
- work collaboratively with Fresno Unified's Parent University to offer learning opportunities that in general offer support, but in addition offer support specific to supporting their students in the online learning 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:
NA

2 ELAC:
NA

3 Staff:
Teachers LOVE their district issues cell phones that helped them stay connected to their students and families. Teachers also suggested a Tech Support night to help families navigate the various platforms. They also suggested additional parent training on using TEAMS and navigating ATLAS

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:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	--	--	---

Explain the Progress Monitoring and data used for this Action

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

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

- **Student Academics:**
 - Frequent updates through student or parent email (report cards, additional supports)
 - Individual parent/student meetings by counselors and administrators
 - 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 Direct Service and Opportunities for parents and families to support EL students:

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

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

2022-2023 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 Involvement - No Food or incentives	1,500.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graduation Booklet and other printed materials	2,839.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement	2,000.00
G5A1	Sup & Conc	Parent Participation	Communicatio			Communication with Families - via mail	2,500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	2,000.00

\$10,839.00

2022-2023 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			G1A4 Translating	6,068.00

\$6,068.00

2022-2023 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Caps & Gowns / Senior Pics / Senior Trip / SWAG / Materials & Supplies	12,500.00
G1A1	One-time School	Instruction	Nc-Equipment			NC-Equipment	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Computers and other Non-Capitalized Equipment for Students	4,500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	2,392.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Fresno City College Dual Enrollment & Adobe License	17,500.00
G2A3	Sup & Conc	Instruction	Bks & Ref			Books and References	1,500.00
G2A5	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	10,000.00
G2A5	LCFF: EL	Instruction	Nc-Equipment			NC-Equipment	4,500.00
G2A5	One-time School	Instruction	Nc-Equipment			: NC-Equipment	5,785.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Busses for Senior Trip	7,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Repairs for student devices	1,000.00
G4A1	Title 1 Basic	Instruction	Travel			: PL, CCIS, CASCWA, RAPSA, CCEA and other Professional Learning opportunities	4,780.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs - PL/Travel/WASC/Meetings/Planning	5,146.00
G4A1	One-time School	In-House Instructional Staff Deve	Travel			Conferences / Professional Development / Meetings	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food or incentives	1,500.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graduation Booklet and other printed materials	2,839.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement	2,000.00
G5A1	Sup & Conc	Parent Participation	Communicatio			Communication with Families - via mail	2,500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	2,000.00
Total							\$97,442.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$28,280.00
Sup & Conc	7090	\$44,485.00
LCFF: EL	7091	\$8,892.00
One-time School	7099	\$15,785.00
Grand Total		\$97,442.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$24,392.00
G2 - Expand student-centered and real-world learning experiences	\$39,285.00
G3 - Increase student engagement in their school and community	\$8,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$14,926.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$10,839.00
Grand Total	\$97,442.00

2022-2023 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 - 2 planning days/teacher TK-6 (October/December) with PLC - No IEPs	79,616.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8963	G1A2 - 8 hr TSA	120,909.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2 - 2 planning days/teacher TK-6 (October/December) with PLC	42,775.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies, Open POs, Food, Incentives, G1A2, G3, G4, G5.	47,286.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Copier Lease - Supports all goals	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1037	G1A2 - 8 hr TSA	13,990.00
G1A1	One-time School	Instruction	Teacher-Supp			G1A2 Extra instructional support	20,141.00
G1A1	One-time School	Instruction	Oth Cls-Supp			G5A1 Distribution of Instructional Materials/Family Supports	7,848.00
G1A1	One-time School	Instruction	Bks & Ref			: software, iReady toolkit, subscriptions - supports all Goal 1, Goal 3, Goal 4.	7,500.00
G1A1	One-time School	Instruction	Mat & Supp			: G1A2 Instructional Materials & Supplies - No food or Incentives	6,481.00
G1A1	One-time School	Instruction	Nc-Equipment			G1A2, G5A1 Technology	5,000.00
G1A1	One-time School	Instruction	Direct-Maint			G1A2, G4A1,2 &3 Technology and Site Based Maintenance Repairs	5,000.00
G1A1	One-time School	Instruction	Direct-Graph			G1A2,3 Graphics Printing	8,500.00
G1A1	One-time School	Instruction	Cons Svc/Oth			*Other* : G1A2,4 San Joaquin Valley Writing Project	25,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			G1A1 Extra Instructional Support - No IEPs	67,533.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			Lexia : Bundled Contract	14,900.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors & Extra Instructional Support	34,745.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			G1A4 Translating	6,068.00

\$528,292.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$153,217.00
Sup & Conc	7090	\$240,870.00
LCFF: EL	7091	\$48,735.00
One-time School	7099	\$85,470.00
Grand Total		\$528,292.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$522,224.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,068.00
Grand Total	\$528,292.00