

CSI Plan 2021-22

Please describe how EFJ has or will support its CSI plans.

EFJ has hired three part-time instructional aides who are working with and supporting students five days a week by following along in class, completing daily assignments, checking grades weekly, setting goals for work completion, and making a plan to help students catch up. The aides also collaborate and check in with the teachers of the students on their caseload. This work will allow students to earn credits and complete the necessary classes that lead to earning a high school diploma.

EFJ has developed a two course-combination for seniors to be dual enrolled in EFJ and in a course with the local community college, College of the Sequoias. The courses are Counseling in the Fall and Human Development in the Spring. If the students complete both courses and earn their high school diploma, they will earn a prepared designation in the college and career indicator. The teacher has and continues to work closely with the COS Admission Specialist and course teacher to ensure our students have access to the curriculum.

We are running a bi-weekly At-Promise meeting where our students who have met one or more criteria in the area of attendance, grades, and/or behavior are prioritized on a google sheet. Each meeting, the MTSS Site Team, which is comprised of a counselor, administrator, two teachers (Math, Special Ed., and English), Licensed Marriage & Family Therapist, School Psychologist, Administrative Assistant, School Social Worker, and School Resource Officer strategically share any information that would be pertinent to the student but also a targeted intervention that may benefit the student to gather more information or implement to improve the student's success. Because we are a small school, we have extended an invitation to all teachers to attend the meetings to provide input and be involved in providing interventions and support to the process.

Earl F. Johnson is also completing parent meetings every 6 weeks for any students who have more than 1 F and/or have completed no APEX courses for the grading period. These in-person meetings allow the school to take a team approach with the parents and students to resolve any issues, offer solutions, and build relationships to help the students succeed academically. In these meetings, we set updated goals, specific to the grading period.

Please describe how EFJ will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The effectiveness of the support provided by the aides will be monitored by the number of classes the students passed for the grading period. We will also look at hours spent on APEX comparatively between the two grading periods and classes completed. Lastly, we will look at missing assignments to see if there are fewer. We will continue this monitoring each grading period and compare them to the data we have collected from the first grading period. The administration and the aides meet weekly to discuss the progress of students and the effectiveness of assistance with specific students. We adapt and change the schedule based on the needs of the students. The goal is to develop the habits of the students we work with so that we may continue to work with more students throughout the year.

For the COS hybrid course, we are monitoring the grades of the students each grading period. We will look at the student's grades for the COS course at the end of the semester to determine how many students were successful.

The metrics being used for the At-Promise meetings are; Attendance- Truancy letter 1 received, 2 absences in the same class, not attending Response to Intervention twice consecutively; Academics- any Fs, lack of weekly progress in APEX, 2-grade drops in any class; Behavior- placed on a contract, 3 removals from any specific class (by teacher and/or self-checkout), and/or any suspension.

All students are interviewed by our counselor when they enter our school and gathered basic information from them regarding their feelings towards subjects, if they attended school or if they didn't and the reasons, as well as if they felt comfortable speaking to someone. Our counselor will include this information if the student took any remedial courses, which ones, their attendance percentage from last year, and how many credits they came to EFJ with. We will use this data to drive our focus on specific ways to support our students. We will also use the data to see if there has been any improvement in any of the areas of attendance or credit accrual.