

J. E. Young Academic Center

10621661030287

Principal's Name: Yolanda Jimenez-Ruiz

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Yolanda Jimenez-Ruiz', with a large, sweeping flourish at the end.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances


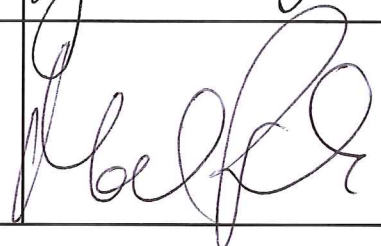
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Involvement 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 Single 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 - Yolanda Jimenez-Ruiz	X				
2. Chairman - Michael Rubalcaba		X			
3. Clarissa Leyva		X			
4. Beth Urabe		X			
5. Spellman Quijano			X ⁵⁹		
6. Rick Stannard		X			
7. Ying Vang (alternate)			(X)		
8. Martha Fabela				X	
9. John Geiger (Deceased)				X	
10. Vicky Ibarra-Mata				X	
11. Brianna Mendoza					X
12. Briant Robles					X
13. Emma Torres					X
14. Erica Vidal (alternate)					EV(X)
15. Gabriel Mejia (alternate)					(X) GM

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Yolanda Jimenez-Ruiz		3/16/17
SSC Chairperson	Michael Rubalcaba		3/16/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

JE Young - 0240

ON-SITE ALLOCATION

3010	Title I	\$16,771 *
7090	LCFF Supplemental & Concentration	\$63,299
7091	LCFF for English Learners	\$17,526
TOTAL 2017/18 ON-SITE ALLOCATION		\$97,596

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$391
Remaining Title I funds are at the discretion of the School Site Council	\$16,380
Total Title I Allocation	\$16,771

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	1/4	N/A ³	7.26%	11.24%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	1/4	N/A ³	0.57%	1.15%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	4/7	0.00% ⁴	57.88%	59.31%	41.72%	•LCAP Dashboard - 8OtherPupilOutcomes

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	3/7	1.36%	3.09%	5.19%	1.75%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	1/6*	0.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement

Number and percentage of current English

<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	6/7	40.83%	38.30%	47.95%	30.91%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	N/A*	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	3/7	N/A ¹⁰	N/A ¹⁰	54.90%	52.45%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/7	0.81%	3.70%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	5/7	0.73%	13.21%	21.32%	1.84%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	7/7	0.08%	0.21%	0.25%	0.00%	•LCAP Dashboard - 6SchoolClimate

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

JE Young Academic High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2523 - Total graduation rate	3	1	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Graduation Rate:

The school will monitor each student's progress towards graduation. This will be done through providing the necessary courses. Along with a specific plan for each student to return back to the comprehensive site. This plan will ensure each student will return to their home school attendance zone on-track and in good academic standing.

SMART Goals

By the end of the 2017-2018 school year, we will increase the graduation rate from 93 graduates to 96 graduates which is a 3% increase.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Counselor will utilize Graduation Tracker to monitor student progress.
2. Report Cards will be distributed and mailed quarterly to each student.
3. Progress Reports will be completed on a quarterly basis by teachers and contact to parents will be made and logged on Atlas.
4. Counselors will have an Individualized Academic Plan (IAP) for each student who is enrolled to ensure appropriate monitoring and preparation for transition.
5. Counselors identify students who are making progress and need to be transitioned to an alternative schedule or program.
6. An at-risk, academic progress meeting is held with the parent and student to discuss the transition plan.
7. On Track Students (OTS) each student who is on track for graduation will meet with counselors to ensure that the post high school planning activities are completed before graduation.
8. Alternative Education Single Student Report will be used as a tool to be used in real time to check student's grades and credits. Teachers will be updating weekly their grades and credits utilizing the Atlas grade book.
9. Counselors complete a transcript analysis at every Progress report and Quarter making the necessary course changes to students' schedules and Master Agreements.
10. Counselors hold college information workshops and matriculation meetings.

Owner(s):

Administration-Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Silva.
JEY site teachers

Timeline:

August 2017-June 2018
Data pulled quarterly to monitor ongoing progress

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

Back to School Night

- Quarter 1 Grade Distribution night for students and parents
- Parents meet with teachers to discuss their student's progress and ways to improve student's academic achievement if they are not making progress.
- Distribution of recognition Certificates for Principal's Honor Roll, Merit List and Attendance

Open House

- Quarter 3 Grade Distribution night for students and parents
- Parents meet with teachers to discuss their student's progress and ways to improve student's academic achievement if they are not making progress.
- Distribution of recognition Certificates for Principal's Honor Roll, Merit List and Attendance.

Counselor Conferences

- Counselors meet with students individually each quarter to review the student's transcript.
- Counselors send out *at-risk letters* to parents notifying them of the lack of academic progress their student is making.
- Counselors hold *at-risk conferences* with parents and students who are not making academic progress, and discuss the student's academic plan to help them get back on course towards graduation.

Parent/Student Orientations

- Counselors hold a weekly orientation for new, in-coming students and their parents. During this orientation, counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Dual Enrollment program, on-line courses, ROP courses, as well as the overall expectations at J.E.Young.

Describe Related Professional Learning:

1. Teacher will be given a Professional Development session on California Consortium for Independent Study to ensure that all paperwork aligns with State requirements.
2. Master Agreements Professional Development will be completed by on-site leaders.
3. Assignment Contract Professional Development for teachers will be completed in order to align the paperwork across the campus.
4. JEY Counselor will be attending all Head Counselor meetings to create a process across the board for Counselors in Alternative Education.
5. Data Review using SQII indicators will be completed every grade reporting period.
6. Interventions when students are not making progress may include:
 - One-on-one tutorial with the teacher
 - Time spent in the tutorial center logged and monitored by the Teaching Fellows
 - Extra processing time if needed/Additional instructional time with the teacher.
 - Parent/Student conference w/counselor or VP
 - Alternative schedule or program change.

Monthly Parent Luncheon

- Parent Luncheons include topics such as: how parents can help their student be academically successful, graduation requirements, college application process and deadlines, information regarding upcoming events (Back to School, Open House, SSC, etc.) as well as topics generated by the parents via school survey.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Teaching Fellows, At risk conferences, Transition Meetings

Specify additional targeted actions for EL students: **Targeted counseling conferences with EL students**

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Progress reports
- Quarter reports
- Business process detailing expectations for homeless and foster youth
- Coordinated department services for parents and students.

JE Young Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Retired Nurse for Parenting Classes	\$ 4,000.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Material and supplies for parent involvement	\$ 675.00
1	1	Title 1 Basic	Instruction	Travel				Travel for CCIS, CCEA and INACOL Conference & Rental Car	\$ 3,500.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	25,000 for Teaching Fellows	\$ 25,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 10,000.00
1	1	Title 1 Basic	Instruction	Travel				Travel & Conference	\$ 1,500.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Fresno City College books for ATC classes and online classes	\$ 10,000.00
Total									\$ 54,675.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	5	5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Attendance Goals:

The school will implement an attendance policy for our JEY students that utilizes weekly attendance data to monitor student progress. Students will receive rewards and incentives for attendance. Students not having 95% (students attending class periods) attendance will be identified as needing academic review.

SMART Goals

By the end of the 2017-2018 school year we will increase from 76% to 81% which is a 5% increase in daily attendance (Actual student work turned in), moving from 76% to 81% (SQII Indicator 48).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

1. Attendance Clerk will print Daily Attendance Verification Log to utilize when making parent phone calls.
2. Vice principal will use the attendance verification log to distribute bus tokens at the end of the day.
3. Attendance Clerk/CWA's/Teachers will use daily attendance log to make phone calls to inform parents of absent students.
4. Parents will receive attendance letters/home visits/school messenger as various levels of the attendance monitoring. The date and type of correspondence will be logged in ATLAS by the Attendance Clerk/CWA.
5. Bi-monthly Assignment Contracts will be turned in to attendance clerk.
6. Attendance clerk will utilize a Teacher Verification Checklist. When teachers turn in weekly documents to the attendance clerk, they will sign and date the teacher verification checklist.

Owner(s):

Owner(s)
 Administration-Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Silva
 Child Welfare & Attendance-Spellman, Ying
 Attendance Clerk-D. Gutierrez
 Student Services Department
 JEY site teachers

Timeline:

Timeline
 August 2017 through June of 2018

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

- Home Visits by the CWA's
- Parent/Student Orientation conducted by the counselors
- Mailing of Individual attendance letters by the Attendance Clerk
- School Messenger sent out by Attendance Clerk
- Daily Phone Calls to parents by Attendance Clerk/CWA's/Teachers

Describe Related Professional Learning:

1. Staff Data Collaboration Review and Analysis.
2. Classified training on ATLAS reports, School Messenger and Customer Service

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students with absences will be contacted
 Student incentives for positive attendance
 Quarterly Attendance Awards
 Attendance Contracts

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Attendance reports
 disaggregated data by weeks, month, and to date, by teacher, by subject

JE Young Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	\$	1,771.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Material and supplies - no Food, incentives or certificates	\$	9,325.00
								Total	\$	11,096.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7136 - Self-Management construct of the secondary survey results for questions 19-26	72	3	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will utilize all of its stakeholders, in collaboration with community partners and establish a response to intervention system (RTI). This response to intervention plan will include a school-wide behavior program along with our established discipline policy, guidelines for success and student incentives. This plan will help identify and analyze the effectiveness in all targeted areas.

SMART Goals

Write a SMART Goal to address each data point: Using the 2017-2018 school year as a baseline year, JEY will create a positive behavior support system to increase positive interactions with students. This will be an increase in response rate on SQII 7136 by 72% to 75% which is a 3% increase as measured by the SEL.”

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Implementation of Positive Behavior Support System

1. JEY Staff to develop and implement the JEY Respect, Ownership, Attitude, Responsibility (ROAR) expectations for various areas around campus (classroom, advisory, passing, lunch area, etc)
2. The JEY ROAR expectations will be shared with parents at the Jaguar Parent Hour.
3. Staff to determine process for recording positive to negative student to staff interactions.
4. Data will be evaluated and analyzed monthly to determine the behavior support system's effectiveness and discuss next steps and any action plans that may need to take place.
5. Monthly classroom hot topics meetings (ROAR expectations, upcoming events, college application deadlines, etc.) will be held.
6. Suspension Data will be evaluated to determine whether ROAR is having a positive impact on behavior.
7. District SEL Survey completed by teachers.
8. Work with outside agencies to establish additional social emotional / behavioral support.
9. Quarterly Transition Planning Meetings/Conferences with teachers and administration
10. Referral data will be evaluated by administration and program teachers to address school wide needs and concerns such as:
 - o professional development on classroom management
 - o identifying areas and times where increased behavioral incidences occur
 - o Safe and Civil team will review data monthly

Owner(s):

All JEY Staff

Safe and Civil schools team will pull data to track and monitor progress

Timeline:

Monthly review August-June

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

- Weekly admin meetings
- Monthly Safe and Civil Meetings
- Monthly Staff meetings
- Monthly Parent Luncheon (Jaguar Parent Hour)
 - o Topics include:
 - Effectiveness of ROAR positive behavioral system
 - How parents can help their student be academically successful
 - Graduation requirements, college application process and deadlines
 - Upcoming events (Back to School, Open House, SSC, etc.)
 - Parent generated topics
- School Site Council (SSC)
 - o SPSA
 - o Safety Plan
 - o Budget
 - o Parent/Student concerns
 - o Input on improving the Response to Intervention Program (ROAR)
- Parent/student orientation
 - o Counselors hold a weekly orientation for new, in-coming students and their parents.
 - o Counselors tailor the orientation to the various J.E. Young programs as well as well as the overall expectations of J.E. Young.
 - o Counselors handout a copy of the parent/student handbook to the parent and student which outlines academic and behavioral expectations.

Describe Related Professional Learning:

1. Discipline in the Secondary Classroom (DSC)
2. Safe and Civil Training-CHAMPS, STOIC.
3. Discipline Policy Training.
4. Alternative Education start of the year training, "How Students Learn."
5. Parent University Supports for parents

- Parent/Teacher Admin Conferences
 - Parent/Teacher/Admin conferences will be held when a student is not progressing academically or behaviorally so that the parents are kept up-to-date on their student's academic and behavior progress.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

SEL Teacher Survey

Incentives, Quarterly Awards/Recognition

Parent/Student Handbook

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

CWA will support EL students and families through interpreting, home visits and related services.

JE Young Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Books & Other Reference			Edgenuity	On line Classes	\$ 5,000.00
								Total	\$ 5,000.00

Action # 4

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input checked="" type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	40	3	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Parent involvement:

The school will improve parent engagement by increasing the number of school sponsored events. This will also include a detailed plan of event notification, along with opportunity for parental feedback and additional partnerships.

Methods of communication will include: Newsletters, parent student handbook, letters sent home, Atlas, Edu text, school messenger and teacher phone calls.

School sponsored events and partnership opportunities include: parent survey, open house, back to school, Monthly Parent Luncheon, school site council, ELAC, Title One parent meeting, and report card distribution.

SMART Goals

By the end of the 2017-2018 school year, we will have increased parent involvement at all school sponsored events and governance opportunities, as measured by event sign in-sheets, SSC attendance, and culture climate surveys from 40% to 43% which is a 3% increase as measured by the SEL.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Event participation data (sign in sheets)
2. Parent survey participation data
3. School messenger reports
4. Parent phone calls (call logs)
5. Various parent participation opportunities

Owner(s):

Admin Y. Jimenez-Ruiz, R, Day, C, Wood, J, Guerrero, J. Silva and all JEY teacher and support staff.

Timeline:

Ongoing

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

- Monthly Parent Jaguar Luncheon
 - Parent Luncheons include topics such as: how parents can help their child be

Describe Related Professional Learning:

1. Available district wide training on IAchieve.
2. School Site council training

academically successful, graduation requirements, college application process and deadlines, information regarding upcoming events (Back to School, Open House, SSC, etc.) as well as topics generated by the parents.

- Back to School Night
 - Quarter 1 grade distribution to parents and students
 - Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Open House
 - Quarter 3 grade distribution to parents and students
 - Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Counselor Conferences
 - Counselors meet with students individually each quarter to review the student's transcript.
 - Counselors send out *at-risk letters* to parents notifying them of the lack of academic progress their student is making.
 - Counselors hold *at-risk conferences* with parents and students who are not making academic progress, and discuss the student's academic plan to help them get back on course towards graduation
- Parent/Student Orientations
 - Counselors hold a weekly orientation for new, in-coming students and their parents,
 - Counselors tailor the orientation to the various J.E. Young programs which are outlined in the parent/student handbook that each parent/student receive.
 - Counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Dual Enrollment program, on-line courses, ROP courses, as well as the overall academic and behavioral expectations of J.E. Young which are outlined in the parent/student handbook.
- School Site Council meeting
 - Parent and student representatives meet with J.E. Young admin, teachers, staff to receive information on any new business items such as the SPSA Budget, Safety Plan etc. and to have an opportunity to give input on these items as well as to discuss any parent/student concerns.
- ELAC meeting
- Title 1 meeting
- Parent University

3. School Messenger training
4. Edu Text Training

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Progress reports
 Report Cards
 Quarterly Awards

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Communication sent home in students primary language

JE Young Budgeted Expenditures

Activity	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	LCFF: EL	Instruction	Direct-Graphics (Dr)				Graphic	\$ 2,000.00
								Total	\$ 2,000.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2523 - Total graduation rate	1	1	
7139 - Secondary students social awareness survey results for questions 21-28	1	1	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Student engagement:

- The school will provide student leadership opportunities through leadership, SSC, community service and leadership electives. Academic advancement opportunities will be provided through specialty programs.
- Administration will work with staff, students, and parents and outside agencies to provide student incentives and recognition for academic success and participation in co-curricular and specialty programs.
- Students meeting FUSD graduation requirements by grade level through subject course completion.

SMART Goals

By the end of the 2017-2018 school year we will increase student engagement opportunities through student incentives, specialty programs and leadership development as measured by student survey results, participation in our elective classes and various program success through student achievement, and increasing the total graduation rate from 93 graduates to 96 graduates which is a 3% increase.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Quarterly and weekly review of enrollment by school site and program.
2. Event Participation Data (sign in sheets)
3. Grade and Attendance Review by counselor's administration and teachers.
4. Completion of yearly culture climate surveys
5. Safe and Civil Monthly team Meetings
6. Admin Meetings
7. Weekly program meetings to evaluate program data and success or opportunities for improvements.
8. Various on site surveys

Owner(s):

Administration- Y. Jimenez-Ruiz, R, Day C. Wood, J. Guerrero, J. Silva
 All J.E. Young Certificated Teachers

Timeline:

To begin August 2017 and continue through June of 2018.

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

Describe Related Professional Learning:

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

Back to School

- Quarter 1 grade distribution to parents and students
- Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Student incentives

Open House

- Quarter 3 grade distribution to parent and student
- Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Student incentives

Parent/Student orientation

- Counselors hold a weekly orientation for new, in-coming students and their parents.
- Counselors tailor the orientation to the various J.E. Young programs.
- Counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Dual Enrollment Programs, on-line courses, ROP courses, as well as the overall expectations of J.E. Young.

Parent/Teacher Admin Conferences

- Parent/Teacher/Admin conferences will be held when a student is not progressing academically so that the parents are kept up-to-date on their student's academic progress.

Parent/Student Handbook

- During the parent/student orientation, counselors hand out a copy of the parent/student handbook to the parent and student. The counselor reviews, in detail, the academic and behavioral expectations.

Monthly Parent Luncheon

- Parent Luncheons include topics such as:
 - how parents can help their child be academically successful
 - graduation requirements
 - college application process and deadlines
 - information regarding upcoming events (Back to School, Open House, SSC, etc.)
 - topics generated by the parents.

1. School Site Council Training for new SSC.
2. District Safe and Civil training for team members.
3. Partnership with district culture and climate office for professional development

Describe related professional learning:

1. School Site Council Training for new SSC.
2. District Safe and Civil training for team members.
3. Partnership with district culture and climate office for professional development

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Surveys

Various student/staff/parent handbooks

Safe and Civil training

School Site Council Training

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Survey Data

Student, parent, staff participation data

Various opportunities for parent input

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	2	2	Edgenuity

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Online learning
 Performance/Growth/Completion/Retention/Graduation rates

SMART Goals

By the end of the 2017-18 school year, we will increase the percentage of students successfully completing an online course by 8%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

1. Counselors will identify students who could be successful in an online course using site established criteria.
2. Administration and counselors receive a monthly report detailing student progress through online courses.
3. Progress Reports will be completed on a quarterly basis by teachers and contact to parents will be made and logged on Atlas.

Yolanda Jimenez-Ruiz
 Carson Wood
 Rhonda Day
 Jessica Guerrero
 Jessica Silva
 Thomas Nixon

August 2017 through June 2018

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

Describe Related Professional Learning:

- Back to School Night
 - Quarter 1 Grade Distribution night for students and parents.
 - Parents meet with teachers to discuss their student's progress and ways to improve student's

1. Teachers will participate in professional learning provided by the online learning vendor.
2. Teachers will participate in professional learning provided by Online Learning on Buy-Back Days.
3. Teachers will participate in professional learning provided through Accountable Communities.

- academic achievement if they are not making progress in online course.
- Presentation and/or booth for parents to learn about online learning options.
- Parents are provided with Online Learning brochure.
- Open House
 - Quarter 3 Grade Distribution night for students and parents.
 - Parents meet with teachers to discuss their student's progress and ways to improve student's academic achievement if they are not making progress in online course.
 - Presentation and/or booth for parents to learn about online learning options.
- Counselor Conferences
 - Counselors meet with students individually each quarter to review the student's transcript.
 - Counselors send out *at-risk letters* to parents notifying them of the lack of academic progress their student is making (including with online courses).
 - Counselors hold *at-risk conferences* with parents and students who are not making academic progress, and discuss the student's academic plan to help them get back on course towards graduation.

4. Teachers are provided with opportunity to participate in iNACOL webinars.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Purchase of online course licenses

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Monthly completion updates

Progress reports

Quarter grades

Apex provided dis-aggregated data

Edgenuity provided dis-aggregated data

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	3	1	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

College Dual Enrollment

The school will provide opportunities for college Dual Enrollment to support students' progress toward graduation requirements.

SMART Goals

By the end of the 2017-2018 school year, J.E. Young will establish a baseline percentage of students participating in college Dual Enrollment programs. (Due to this action being a baseline year, we have no previous % to increase from.)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Counselors complete an Individualized Academic Plan (IAP) for each student who is enrolled to ensure appropriate monitoring and preparation for additional course opportunities.
2. Counselors complete a transcript analysis at Progress report and Quarter making the necessary course changes to students' schedules.
3. Counselors identify students who are making progress and in need of additional credit earning opportunities.
4. Counselors conduct dual enrollment program informational meetings.
5. Participating students/parents complete the Dual Enrollment process.
6. Counselors provide dual enrollment paperwork and database of participating students to college dual enrollment coordinator for course registration.
7. Course information is shared by College Admissions/Records Office and is utilized by FUSD to determine high school credits earned.

Owner(s):

Administration-Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Silva.

Dual Enrollment Teacher (Jodie Garabedian), Dual Enrollment Support Teacher (Ernest Espinosa)

Timeline:

August 2017-June 2018

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

Describe Related Professional Learning:

Counselor Conferences

- Counselors meet with students individually each quarter to review the student’s transcript.

Parent/Student Orientations

- Counselors hold a weekly orientation for new, in-coming students and their parents. During this orientation, counselors review student transcripts. Master Agreement, student schedule, graduation requirements, community service opportunities, Dual Enrollment programs, online courses, and ROP courses.

Dual Enrollment Parent/Student Meeting

- Online applications are submitted and Dual Enrollment agreements are completed and signed by parent and student. JEY staff coordinates with the Dual Enrollment division.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

JEY to purchase instructional materials for the college classroom. Curriculum to be determined by the instructor at the college.

- Dual Enrollment process professional development
- Meeting with college online course instructors and high school support staff to outline course requirements, curriculum, student expectations and support staff role in student academic success/completion of course.
- Curriculum professional development for FUSD teachers who are Instructors for Dual Enrollment Courses.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Progress reports
 College instructors posted grades
 Semester grades

JE Young Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Participation , food for parent meetings, open house, back to school and supplies	\$ 2,500.00
								Total	\$ 2,500.00

Action # 8

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	20	5	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	20	5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Standards Mastery in ELA and Math

1. Teachers will analyze students' interim assessment data from 2016-2017 to help guide their decision making for the beginning of the 2017-2018 school year.
2. Teachers will meet in AC's as well as a whole staff to discuss and share successes and challenges.
3. Teachers will use the guaranteed and viable curriculum as well as supplemental resources as needed to build upon mastery of the standards
4. Teachers will utilize formative assessments as well as the 2017-2018 interim assessment data to measure growth in standard mastery from the 2016-2017 school year.
5. Teachers will utilize the 2017-2018 interim assessment data to guide next steps.

SMART Goals

All teachers will use a variety of strategies through out the 2017-2018 school year to increase each student's content standard mastery level. SQII indicators 6256 and 6258 are the closest indicators that target our action plan. The graduation rate indicator could potentially work, but limits the student population to graduating seniors, when the action plan targets the whole school population.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target
 Formative assessment and interim assessment data will be used to monitor student growth.

Owner(s):
 Lead Teachers
 All staff

Timeline:
 Ongoing for 2017-2018 school year

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

Progress Reports

Describe Related Professional Learning:

Teachers will receive professional development in best practices for increasing reading comprehension.

Report Cards
 Parent meetings
 Parent phone calls

Teachers will discuss and share with colleagues in AC's and as a whole staff strategies that are having a positive impact on reading comprehension.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Guaranteed and Viable Curriculum
 Supplemental texts as needed

Interim assessment results
 Various module/unit assessments

JE Young Budgeted Expenditures														
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget					
8	2	LCFF: EL	Instruction	Materials & Supplies				Material and supplies, student incentives	\$	6,026.00				
8	2	Sup & Conc	Instruction	Materials & Supplies				Material and Supplies	\$	9,299.00				
8	2	LCFF: EL	Instruction	Materials & Supplies				Bus Tokens for ATC, Parenting and INS classes	\$	7,000.00				
										Total		\$	22,325.00	

Action # 9

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	20	5	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	20	5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Instructional Practice Guide (IPG) Tenant 3

JEY will utilize the DOK levels of questioning and tasks to provide a platform for student understanding then build skill toward mastery learning.

SMART Goals

By the end of the 2017-18 school year, all JEY classes will focus on increasing DOK levels of questioning and tasks to level 3&4 as measured by admin walk through using the instructional Practice Guide. SQII indicators 6256 and 6258 are the closest indicators that target our action plan. The graduation rate indicator could potentially work, but limits the student population to graduating seniors, when the action plan targets the whole school population.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Lead teachers will be working along site site administration to determine:

- How often we will track and monitor student work and tasks.
- How it will be communicated back to teams
- IPG data collected monthly in Tenant 3
- Exemplars will be shared and when possible posted for all to see.

Owner(s):

Administration-Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Silva.

Lead teachers

Teaching Fellows

All JEY site teachers

Timeline:

Timeline Implementation will begin August 2017-June 2018

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

Parent monthly meeting with academic focuses depending on the rhythm of the school

- Progress reports
- Quarter grades

Describe Related Professional Learning:

- Teachers will share exemplars and best practices.
- Teacher site visits
- Increased instructional support in lesson planning.

- At risk conferences
- Graduation and on-track conferences.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Student will use the Guaranteed Viable Curriculum.

Materials and supplies as well as computers will be available to every teacher every class period.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Attendance data

Progress grade reports

Quarter grade reports

IEP's 504's, Foster Youth, and Homeless

EL review and support

2017-2018 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Travel			Travel for CCIS, CCEA and INACOL Conference & Rental Car	3,500.00
1	1	Title 1 Basic	Instruction	Travel			Travel & Conference	1,500.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Material and supplies for parent involvement	675.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Retired Nurse for Parenting Classes	4,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Fresno City College books for ATC classes and online classes	10,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 25,000 for Teaching Fellows	25,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Material and supplies - no Food, incentives or certificates	9,325.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	1,771.00
3	1	Sup & Conc	Instruction	Bks & Ref			Edgenuity : On line Classes	5,000.00
4	1	LCFF: EL	Instruction	Direct-Graph			Graphic	2,000.00
7	2	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation , food for parent meetings, open house, back to school and supplies	2,500.00
8	2	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	9,299.00
8	2	LCFF: EL	Instruction	Mat & Supp			Material and supplies, student incentives	6,026.00
8	2	LCFF: EL	Instruction	Mat & Supp			: Bus Tokens for ATC, Parenting and INS classes	7,000.00
								\$97,596.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$16,771.00
Sup & Conc	7090	\$63,299.00
LCFF: EL	7091	\$17,526.00
Grand Total		\$97,596.00

Domain Totals	Budget Totals
Academic	\$72,771.00
SEL / Culture & Climate	\$24,825.00
Grand Total	\$97,596.00