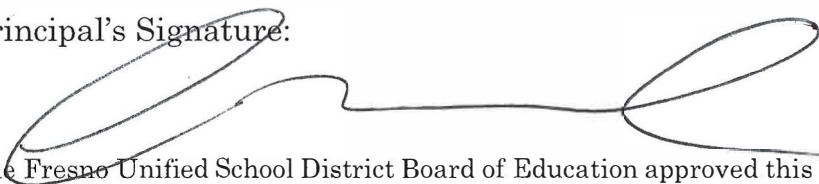


J. E. Young Academic Center

106216610302871

Principal's Name: Carson Wood

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Carson Wood', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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>
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/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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


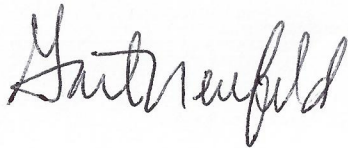
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carson Wood	X				
2. Chairperson - Gail Neufeld		X			
3. Michael Rubalcaba		X			
4. Beth Dong-Urabe		X			
5. Fay Opoku		X			
6. Richard Hernandez			X		
7. Bryonna Rowe					X
8. Sonia Rodriguez					X
9. Iris Cisneros					X
10. Kham Suson				X	
11. Naomi Rodriguez				X	
12. Linda White				X	
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>10/6/17</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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Carson Wood		3-15-18
SSC Chairperson	Gail Neufeld		3-15-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

JE Young - 0240

ON-SITE ALLOCATION

3010	Title I	\$17,595 *
7090	LCFF Supplemental & Concentration	\$71,516
7091	LCFF for English Learners	\$20,193
TOTAL 2018/19 ON-SITE ALLOCATION		\$109,304

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$510
Remaining Title I funds are at the discretion of the School Site Council	\$17,085
Total Title I Allocation	\$17,595

JE Young Academic High 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	11.702	18.702
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Attendance

Students not spending enough time in front of a teacher.

Enrollment dates - Students may not have been enrolled very long.

Students far below grade level upon enrollment

The variable credit system does not align to district pacing guides and/or scope and sequence.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Attendance

Students not spending enough time in front of a teacher.

Enrollment dates - Students may not have been enrolled very long.

Students far below grade level upon enrollment.

The variable credit system does not align to district pacing guides and/or scope and sequence.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

African American and EL students had a high % of not meeting or exceeding standards. 78% of African American students were not meeting or exceeding standards. 85% of EL students were not meeting or exceeding standards.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

There was no significant difference in students meeting or exceeding standards in math, as no subgroup met standards.

Step 2: 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:

Credit data comparing 2016-2017 to 2017-2018 shows we have had an increase in credits:

16/17 - JEY Abby site through Q3 was 5,975 credits earned

17/18 - JEY Abby through Q3 had 7,485 credits earned

Edgenuity Access Sites through Q3 had 2,096 credits earned.

Apex through Q3 had 5,124 credits earned.

Total system credits through Q3 for 17/18 is 17,911 credits earned.

The JEY Abby Attendance has been flat w/no significant change from 16/17 to 17/18 with 75% in 16/17 and 76% through Q3.

JEY Interim assessment data for 17/18 shows an 11% increase from Test 1 to Test 2 in ELA.

JEY Interim assessment data for 17/18 shows a 2% decrease from Test 1 to Test 2 in math.

The 16/17 SBAC meets or exceeds for ELA was 11%. The target for 17/18 will be 18% meeting or exceeding standards.

The 16/17 SBAC meets or exceeds for Math was 0, so the goal for 17/18 is 7% meeting or exceeding standards.

Feedback:

Last year, we were using Springboard and just a little of the online Springboard, but the SBAC was all online. Was hard to transition to the online test.

Had not had enough practice annotating and taking notes online.

Some 11th graders were not enrolled in Alg II, but the SBAC included Alg II types of problems.

Reading the text online was difficult, because students' eyes would get tired from the glare of the screen.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

Credit data comparing 2016-2017 to 2017-2018 shows we have had an increase in credits.

16/17 - JEY Abby site through Q3 was 5,975 credits earned

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JEY Interim assessment data for 17/18 shows a 2% decrease from Test 1 to Test 2 in math.

The 16/17 SBAC meets or exceeds for ELA was 11%. The target for 17/18 will be 18% meeting or exceeding standards.

The 16/17 SBAC meets or exceeds for Math was 0, so the goal for 17/18 is 7% meeting or exceeding standards.

Feedback:

The variable credit system does not align to district pacing guides and/or scope and sequence.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Administration attends the CCIS conference every year to stay up-to-date with new compliance regulations/changes. We will continue to attend the CCIS conference in 2018-2019 school year.

Action 1

Title: Increase in math & ELA credits earned through online courses

Action Details:

By the end of the 2018-19 school year, we will increase the percentage of students successfully completing math credits from the 2017-2018 baseline year by 7%.

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

1. Counselors will identify students based on graduation requirement to be placed in a math class.
2. Administration and counselors will review a monthly report detailing student progress through online courses.
3. Progress reports and report cards will be distributed on a mid-quarter and quarterly basis by advisory teachers and contact to parents will be made and logged into Atlas.
4. Students will sign-in and attend weekly tutorial a minimum of 1 hour per week, including the use of Khan Academy.
5. Students will increase time working in core courses in the new Personalized Curriculum Day.
6. Partnership with Education Elements for Personalized Learning Initiative (PLI)

Owner(s):

Administration: C. Wood; R. Day; R. Santos
Counselors: J. Guerrero, J. Silva
Online Manager: Thomas Nixon
All certificated teachers

Timeline:

August, 2018 through June, 2019.

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.

JEY's Tier 2 approach to instructional services is offering traditional independent study (ISP) course scheduling

Specify enhanced services for EL students:

Edgenuity and Apex Online programs both provide opportunities to:

1. Provide multiple exposures to vocabulary.
2. Activate Background Knowledge
3. Make instruction accessible.

and support.

JEY's Tier 3 approach to instructional services is a deep dive from site transition team to determine appropriate placement.

Supports Include:

1. Purchase of online course licenses.
2. Tablets are checked out to students based on student need.
3. Teaching Fellows Tutors
4. Khan Academy
5. Data from Education Elements for PLI

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

1. Back to School Night

- Qtr 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 academic progress.
- Presentation and/or booth for parents to learn about specialized programs.
- Parents are provided with Online Learning brochure.

2. Open House

- Qtr 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 towards graduation.
- Presentation and/or booth for parents to learn about specialized programs.

3. 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.
- Group and individualized orientations are provided for all incoming students to discuss academic programs and school expectations, as well as other site-based services.
- Counselors hold senior meetings as well as individual conferences to discuss progress towards graduation.

4. Use home language strategically.

Supports Include:

Weekly, students meet with their teachers to go over their goal setting sheets and discuss their academic progress and any modifications that need to be made.

Tutorial is offered daily.

Teachers work with students one-on-one in their ELA class.

Students get additional support during Advisory period.

Monthly completion updates

Progress reports

Quarter grades

Edgenuity provided disaggregated data

Apex provided disaggregated data

Data from Education Elements for PLI

Describe Professional Learning related to this action:

1. Professional Learning will be expanded to include all three JEY programs (JEY-Abby, Access, e-Learn). PLC's will be focused around high leverage strategies, SEL, and Student skill base strategies.
2. JEY's master schedule will change and the Abby site to a 4-day content-based master schedule. The 5th day will be broken up into personalized curriculum and strategies for success. In the Personalized Curriculum, teachers will incorporate mentoring and goal setting strategies. PLC's will deliver site-created high leverage content and skill-based lessons during the skills based portion of the day.
3. PLC's will create and maintain and adjust the skill-based lessons as needed throughout the school year to meet the needs of students.
4. JEY expanded its PLC's to include an online PLC for the 2016-17 school year. For the 2017-18 school year, JEY is expanding PLC's to include the Access sites.
5. JEY is going to partner with Education Elements with the professional learning initiative. This partnership will help all PLC's focus on identifying key data within all platforms to identify areas to attack with the most potential to increase student achievement. This partnership will also provide various professional development to help increase specific needs across all PLC's.
6. Teachers will participate in professional learning provided by the online learning director.
7. Teachers will participate in professional learning provided by online learning on Buyback days at the beginning of the school year.
8. Teachers will participate in professional learning provided through accountable communities.
9. California Consortium for Independent Study (CCIS) Conference/Travel
10. Teacher subs for professional Development

4. Monthly Parent Luncheons

- Discuss academic programs offered
- Counseling updates such as progress reporting periods, what parents should look for, graduation requirements, as well as strategies for parents to support student achievement
- Information around social-emotional resources/services.

5. Academic presentation to parents at Parent University.

- Parents are informed about how to use the parent portal, edutext, etc.

11. Supplemental Contracts

12. Education Elements partnership for PLI

2018-2019 SPSA Budget Goal Subtotal

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

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online programs	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			MATERIALS AND SUPPLIES ** NO FOOD, NO INCENTIVES**	2,085.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	1,000.00
G1A1	Title 1 Basic	Instruction	Travel			CCIS CONFERENCE FOR COMPLIANCE	5,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for Parent Involvement **NO FOOD, NO INCENTIVES**	510.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for professional development	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental for support for nurse in parenting class	1,999.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies Bus tokens and Dual enrollment	22,589.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology See all goals	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	29,428.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI with Ryan Coe	5,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies	8,193.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	8,000.00

\$101,304.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	28.279	35.279

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

JEY's WASC visiting committee made a few recommendations. JEY rolled out the changes in stages, and the leadership team decided to implement Goal 2 activities into the 2017-2018 school year.

Limited facilities

JE Young students are not scheduled to attend daily

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

Did not have / plan enough student engagement opportunities per the leadership implementation plan.

Pulled from a small population of students (ATC and ROP-Pre-employment and parent class)

Step 2: 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:

During the 2016-2017 school year we did not track any Goal 2 activities in the Goal 2 Engagement tool. For the 2017-2018 school year, we began tracking Goal 2 activities into the tool.

16/17 - No Goal 2 Activities were tracked

17/18 - 106 Goal 2 Activities have been tracked and entered into the Goal 2 Engagement Tool as of April.

Based on WASC Visiting Committee feedback, JEY decided as a leadership team to roll out the implementation of various site changes in stages. Goal 2 was rolled out in 17/18.

It's hard for all students to be involved in activities because students are not enrolled in classes everyday.

Having a day with all students on campus would help so activities could be planned for that day.

Give a student survey, or have small student group conversations about what Goal 2 activities they would like to be involved in.

Limited space at the school.

Students would like to leave campus at lunch: base it on being a senior, or number of credits earned, behavior, etc.

2 ELAC:

ELAC is combined with SSC

3 Staff:

During the 2016-2017 school year we did not track any Goal 2 activities in the Goal 2 Engagement tool. For the 2017-2018 school year, we began tracking Goal 2 activities into the tool.

16/17 - No Goal 2 Activities were tracked

17/18 - 106 Goal 2 Activities have been tracked and entered into the Goal 2 Engagement Tool as of April.

Based on WASC Visiting Committee feedback, JEY decided as a leadership team to roll out the implementation of various site changes in stages. Goal 2 was rolled out in 17/18.

Utilizing Goal 2 monies was not fully implemented.

Not all JE Young students were involved in Goal 2 activities.

Action 1

Title: Increase Goal 2 Opportunities.

[Action Details:](#)

By the end of the 2018-2019 school year we will increase Goal 2 opportunities from the current participation rate of 28% to 35% participation rate.

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

1. Quarterly and weekly review of enrollment by school site and program
2. Event Participation Data (sign in sheets) and enter into Goal 2 Engagement Tool
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 to discuss Goal 2 funds
7. Weekly program meetings to evaluate program data and success or opportunities for improvements
8. Various on-site surveys
9. Provide opportunities for all students to participate in Goal 2 activities

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. Also, teachers apply SEL strategies into the day to day instruction.

JEY's Tier 2 approach to instructional services is offering traditional independent study (ISP) course scheduling and support. Teachers apply SEL strategies when they meet one-on-one with students.

JEY's Tier 3 approach to instructional services is a deep dive from site transition team to determine appropriate placement. The leadership team, when determining possible student transition to a different JEY program or to a different site, evaluates the social emotional needs of students to make sure the transition placement is appropriate for the needs of the student.

Supports including:

Surveys

Various student/staff/parent handbooks

Safe and Civil training

School Site Council Training

ASB training

Campus Culture Director training/meetings

Explain the 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

Owner(s):

Administration- C. Wood; R. Day; R. Santos;
Counselors - J. Guerrero; J. Silva;
All J.E. Young Certificated Teachers

Timeline:

To begin August, 2018 and continue through June, 2019.

Specify enhanced services for EL students:

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: are students taking EL courses, their success in their courses, Interim and SBAC assessment data.

Supports including:

Survey Data

Student, parent, staff participation data

Various opportunities for parent input around Goal 2

Describe Professional Learning related to this action:

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

- 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

4. All JEY teachers in all three JEY programs will be included in JEY professional development opportunities.

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 Administration 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

WASC Parent Focus Group

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
CTE Enrollment	3.689	10.689

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

CTE Enrollment

This is the first year of CTE for the work experience program
 Pre-employment is a daily program in an independent study model
 Students enrollment fluctuates

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

CTE Enrollment

Currently collecting baseline data.

Step 2: 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:

2016/17 - JEY piloted the ROP pre-employment course.
 2017/18 - Year one of CTE implementation. Counselors identify and enroll students who have jobs and would benefit from the CTE program.
 2016/17- Pre-employment Class was developed. Counselors and Pre-employment teacher, as well as teacher recommendation, identify students who would benefit from the Pre-employment class.
 2017/18- Pre-employment Class is still growing.

Feedback:
 Not everyone can have a job due to family commitments.
 Hard for students to find jobs.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

2016/17 - JEY piloted the ROP pre-employment course.
 2017/18 - Year one of CTE implementation. Counselors identify and enroll students who have jobs and would benefit from the CTE program.
 2016/17- Pre-employment Class was developed. Counselors and Pre-employment teacher, as well as teacher recommendation, identify students who would benefit from the Pre-employment class.
 2017/18- Pre-employment Class is still growing.

Feedback:
 Staff shared that this is an implementation year, and that both the pre-employment and work experience programs are in the developmental stages.

Not all students know about the CTE opportunities.
Have the Job Developer and CTE teachers do a presentation to students about CTE opportunities.

Action 1

Title: Workplace Success

Action Details:

J.E. Young currently has a 3.6% participation rate in CTE; we will increase CTE participation to 10.6% participation rate during the 2018-2019 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

1. Counselors will identify students who could be successful in CTE courses.
2. Administration and counselors receive a monthly report detailing student progress in CTE courses.
3. CTE teacher will meet weekly with students to discuss progress.
4. CTE teacher will go to each student's job-site to monitor and evaluate that student is meeting the CTE competencies.
3. Progress Reports will be completed on a quarterly basis by teachers and contact to parents will be made and logged on Atlas.
4. Coordinate with College and Career Readiness to evaluate J.E. Young's program success in comparison to other CTE courses within FUSD.

Owner(s):

Administration: C. Wood; R. Day, R. Santos
Counselors: J. Guerrero; J. Silva
CTE Teachers

Timeline:

August, 2018 through June, 2019

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 to determine if CTE or Pre-Employment are possible course options for students.

JEY's Tier 2 approach to instructional services is offering traditional independent study (ISP) course scheduling and course sequencing to determine if CTE or Pre-employment are possible course options for students.

JEY's Tier 3 approach to instructional services is a deep dive from site transition team to determine appropriate placement through scheduling and course sequencing. If a student is transitioning to a different JEY program, counselors will determine if CTE or Pre-employment are possible course options for students.

Specify enhanced services for EL students:

As with all JEY students, English Learner students have the option to take CTE and/or Pre-employment courses provided they meet the academic criteria.

Supports Included:

Attendance data

Progress grade reports

Quarter grade reports

Supports Included:

CTE Competencies

Pre-Employment curriculum w/potential short-term student certification.

EL review and support

Daily tutorial

Explain the 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 Administration 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

WASC Parent Focus Group

Describe Professional Learning related to this action:

CTE teachers know the CTE expectations and competencies and participate in professional development opportunities through CTE.

JEY staff is in-serviced by the JEY CTE teacher on the competencies and placements of students.

The CTE teachers market their CTE courses twice a year to parent groups in the fall and spring. The pre-employment teacher also marketed her course at Open House to recruit students for the fall.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	64.344	62.344
Suspensions Per 100	14.498	13.498

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p>Chronic Absenteeism</p> <p>Students not living near the school and are having to travel from all seven FUSD regions. School busses are not provided for JE Young students JE Young's independent study model increased the number of instructional days that students are required to attend school. Many students who attend JE Young come to us behind in credits because of their attendance. Medical/social emotional needs can potentially lead to more absences for many JE Young students</p> <p>Suspensions Per 100</p> <p>The suspension rate was 22.63% in 2015-2016, but dropped 8% to 14.50% during the 2016-2017 school year.</p>	<p>Chronic Absenteeism</p> <p>The Hispanic subgroup was disproportionately higher than any other subgroup; however our enrollment of Hispanic students was significantly higher than all other subgroups</p> <p>Suspensions Per 100</p> <p>During the 2016-17 school year, there was a higher suspension rate with foster and homeless youth than non-foster and non-homeless youth.</p> <p>During the 2016-2017 school year, there was a higher suspension rate among the African American subgroup and the subgroup labeled "other" than any other ethnicities.</p>

Step 2: 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.

<p>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
<p>Attendance and suspension data was shared. 2016-17 and 2017-18 attendance data was flat with 75% and 76%.</p>	<p>ELAC is combined with SSC.</p>	<p>Attendance and suspension data was shared. 2016-17 and 2017-18 attendance data was flat with 75% and 76%. The suspension rate was 22.63% in 2015-2016, but dropped 8% to</p>

The suspension rate was 22.63% in 2015-2016, but dropped 8% to 14.50% during the 2016-2017 school year.

Feedback:

Some students may have the attitude that since their work is online, why go to school because they can work on it at home.

Students who severely credit deficient lose their motivation and give up.

Some students are working which is preventing them from coming to school.

We have some students who are teen moms and they don't have child care.

14.50% during the 2016-2017 school year.

Feedback:

Staff shared that many students who attend JE Young come to JE Young behind in credits due to poor attendance, and that we have students who have medical/social-emotional needs which can potentially create further absenteeism

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

No Title I funds were used for Goal 4 during 2016-2017 and there are no current plans to use Title I funds for the 2018-2019 school year.

Action 1

Title: Reduction in absenteeism

[Action Details:](#)

By the end of the 2018-2019 school year we will decrease chronic absences by 2% from 64% to 62%.

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

1. Attendance Clerk will print Daily Attendance Verification Log to utilize when making parent phone calls.
2. Attendance Clerks will use daily attendance log to make phone calls to inform parents of absent students.
3. 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
4. Bi-monthly Assignment Contracts will be turned in to attendance clerk which monitors the amount of work turned in for the average daily attendance for that time frame.
5. 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.
6. SSW makes parent/student contact for students who have chronic absences.
7. Parent attendance meetings are scheduled with the vice-principal for chronic absenteeism.
8. Teachers call home regarding missing work due to chronic absences.
9. Attendance Team creates a monthly attendance report to present at staff meetings once a month.

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

Students are enrolled in online Edgenuity or APEX courses and should be working from home even when they are not in school so that they don't get behind.

All students with absences will be contacted by the attendance clerk

Student incentives for positive attendance are done Quarterly

Attendance Awards

Attendance Contracts

Attendance Letters mailed home

School Messengers sent to parents who could not be contacted about absences.

Teachers make phone calls to parents/students re: attendance as well as missing work.

Explain the 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

Importance of Attendance reviewed at Monthly Parent Luncheon

A refrigerator magnet is given to parents at the orientation with the phone number for attendance.

Owner(s):

Administration: C. Wood; R. Day; R. Santos

Counselors: J. Guerrero; J. Silva

Online Learning Director: T. Nixon

Attendance Clerk

All Certificated Teachers

Timeline:

August, 2018 through June, 2019

Specify enhanced services for EL students:

Students are enrolled in online Edgenuity or APEX courses and should be working from home even when they are not in school so that they don't get behind.

When student return from an absence they are to go to tutorial or meet with their teacher to get additional support.

Attendance Reports

Dis-aggregated data by weeks, months, to date, by teacher and by subject.

Attendance Review Team creates a report to share out to staff at staff meetings

Describe Professional Learning related to this action:

1. Attendance team creates a monthly attendance and suspension analysis and presents to the staff at the staff meeting.
2. Classified training on ATLAS reports, School Messenger and Customer Service.
3. JEY participates in a professional development around positive behavior supports with the Climate and Culture Office.

Action 2

Title: Decrease Suspensions

Action Details:

By the end of the 2018-2019 school year we will decrease suspensions by 1% from 14.49% to 13.49%

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. JEY Staff to 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: professional development on classroom management identifying areas and times where increased behavioral incidences occur Safe and Civil team will review data monthly.

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

JEY Abby staff participated in SEL professional development along with doing a book study on Closing the Attitude Gap. Teachers then use the strategies for social emotional learning with students.

SEL Teacher Survey

Owner(s):

Administration: C. Wood; R. Day; R. Santos
Counselors: J. Guerrero, J. Silva
Online Learning Director: Thomas Nixon
SSW: Joanna Barajas
All other JEY certificated and classified staff

Timeline:

August, 2018 to June, 2019

Specify enhanced services for EL students:

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

Incentives

Quarterly Awards/Recognition

Parent/Student Handbook

Orientation - Counselors review behavior expectations.

Explain the 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)

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)

- SPSA
- Safety Plan
- Budget
- Parent/Student concerns
- Input on improving the Response to Intervention Program (ROAR)

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 as well as the overall expectations of J.E.Young.
- Counselors handout a copy of the parent/student handbook to the parent and student which outlines academic and behavioral expectations.

Describe Professional Learning related to this action:

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
6. On-Campus School Social Worker

2018-2019 SPSA Budget Goal Subtotal

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

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Direct-Graph			: Graphic and Postage	4,000.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	4,000.00

\$8,000.00

2018-2019 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	Title 1 Basic	Instruction	Bks & Ref			: Online programs	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			MATERIALS AND SUPPLIES ** NO FOOD, NO INCENTIVES**	2,085.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	1,000.00
G1A1	Title 1 Basic	Instruction	Travel			CCIS CONFERENCE FOR COMPLIANCE	5,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for Parent Involvement **NO FOOD, NO INCENTIVES**	510.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for professional development	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental for support for nurse in parenting class	1,999.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies Bus tokens and Dual enrollment	22,589.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology See all goals	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	29,428.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI with Ryan Coe	5,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies	8,193.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	8,000.00
G4A1	Title 1 Basic	Instruction	Direct-Graph			: Graphic and Postage	4,000.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	4,000.00
Total							\$109,304.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$17,595.00
Sup & Conc	7090	\$71,516.00
LCFF: EL	7091	\$20,193.00
Grand Total		\$109,304.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$101,304.00
G4 - All students will stay in school on target to graduate	\$8,000.00
Grand Total	\$109,304.00