

**J.E. Young High School**

10621661030287

Principal's Name: Yolanda Jimenez-Ruiz

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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<b>District Goals</b>	
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.

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 1</b>	<i>Detail the action: 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 behavioral standing.</i>		
SQII Element: 2549, 2550	SQII Sub-element(s):	Site Growth Target:3%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p style="text-align: center;"><i>By the end of the 2016-2017 school year, we will increase the graduation rate by 3% from 124 students to 128 which is a 3% increase (SQII indicator 2549, 2550).</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. Counselor will utilize Graduation Tracker to monitor student progress.</li> <li>2. Report Cards will be distributed and mailed quarterly to each student.</li> <li>3. Progress Reports will be completed on a quarterly basis by teachers and contact to parents will be made and logged on Atlas.</li> <li>4. Counselors will have an Individualized Academic Plan (IAP) for each student who is enrolled to ensure appropriate monitoring and preparation for transition.</li> <li>5. Counselors identify students who are making progress and need to be transitioned to an alternative schedule or program.</li> <li>6. An at-risk, academic progress meeting is held with the parent and student to discuss the transition plan.</li> </ol>		<p><i>Owner(s)Administration</i></p> <p><i>Administration-Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco</i></p> <p><i>All J.E. Young Teachers</i></p>	<p><i>Timeline Implementation will begin August 2016 – June 2017</i></p>

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.

*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, Advance to College program, on-line courses, as well as the overall expectations at J.E.Young.

- **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 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 so 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.
  - \* 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.

*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***

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	In-House Instructional Staff Development	Travel & Conferences				Registration for CCIS conference	1,050
1	1	Title 1 Basic	In-House Instructional Staff Development	Dues & Memberships				Membership dues for CCIS	800
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Material and supplies for Parent Involvement. No food, incentives or certificates.	675
1	1	Title 1 Basic	Instruction	Travel				Travel for CCIS and /CCEA conference	3,150
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	40,000
<b>Total</b>									<b>\$45,675</b>

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><i>Detail the action:</i> J.E. Young will implement strategic literacy supports for all students aligned with the Common Core State Standards with an emphasis on improving reading. Teachers will collaborate in their Accountable Communities to identify best practices for improving reading literacy, such as student groupings, reading scaffolds, and increased teacher-guided reading opportunities in the classroom. Teaching Fellow tutors will provide support in the ELA Access classes, as well as in the tutorial center at J.E. Young.</p>		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>		<i>Site Growth Target</i>
	<i>Vendor (contracted services)</i>		

		<i>Baseline data</i>	<i>MAPP or TABE, Edgenuity, Apex</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p style="text-align: center;"><i>By the end of the 2016 -2017 school year, J.E. Young’s ELA classes including Access will establish an overall reading proficiency baseline. All content courses will incorporate module reading selections, as well as other grade-level texts into class. Students will take a pre-reading assessment and post reading assessment to measure the increase in their reading proficiency.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. Intake process will include students taking a pre-assessment in ELA. This data will help teachers identify literacy strengths and growth areas at the start of the school year.</li> <li>2. Parents will be provided feedback on how students scored on the pre-assessment and how it will impact their schedule.</li> <li>3. Students will take the DRP reading assessment test two times during the school year.</li> <li>4. Teachers will analyze the 1<sup>st</sup> DRP reading scores to identify areas for growth and implement strategic supports to increase reading fluency. After the 2<sup>nd</sup> DRP assessment, teachers will analyze the data, identifying improved areas, as well as areas still requiring growth.</li> <li>5. Teachers will update grades and credits weekly, utilizing the Atlas gradebook.</li> <li>6. Progress Reports will be completed on a quarterly basis by teachers and contact to parents will be made and logged on Atlas.</li> <li>7. Report Cards will be distributed and mailed quarterly to each student.</li> <li>8. Teachers will use the pre-assessment data to improve growth areas.</li> <li>9. Teachers will use module reading selections as well as other grade-level reading selections to help increase students’ reading proficiency.</li> <li>10. Students will be given a post assessment prior to the end of the school year.</li> </ol>		<p><i>Owner(s)Administration Administration-Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco</i></p> <p><i>All J.E. Young Teachers</i></p>	<p><i>Timeline Implementation will begin August 2016 – June 2017</i></p>

<p>11. Teaching Fellow tutors will be provided the pre-assessment and DRP data to support growth areas.</p>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Parent notification of purpose of the assessment will be done at the Parent/Student Orientation</li> <li>• Parent notification of assessment results will be mailed home.</li> <li>• Back to School             <ul style="list-style-type: none"> <li>* Quarter 1 grade distribution to students and parents</li> <li>* Parents meet with teachers to discuss their student’s progress and ways to improve student’s academic achievement if they are not making progress.</li> </ul> </li> <li>• Open House             <ul style="list-style-type: none"> <li>* Quarter 1 grade distribution to students and parents</li> <li>* Parents meet with teachers to discuss their student’s progress and ways to improve student’s academic achievement if they are not making progress.</li> </ul> </li> <li>• Counselor Conferences             <ul style="list-style-type: none"> <li>* Counselors meet with students individually each quarter to review the student’s transcript.</li> <li>* Counselors send out <i>at-risk letters</i> to parents notifying them of the lack of academic progress their student is making.</li> <li>* Counselors hold <i>at-risk conferences</i> 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.</li> </ul> </li> <li>• Parent/Student Orientations             <ul style="list-style-type: none"> <li>* Counselors hold a weekly orientation for new, in-coming students and their parents. During this orientation, counselors tailor the orientation for the various programs offered at J. E. Young. Counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Advance to College program, on-line courses, as well as the overall expectations of J.E.Young.</li> </ul> </li> <li>• Monthly Parent Luncheon             <ul style="list-style-type: none"> <li>* 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.) as well as topics generated by the parents from the parent survey.</li> </ul> </li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• Teachers will be given Professional Development on the pre-post assessment and how to use it with students, and how to use the results to drive instruction in reading.</li> </ul>		



- Data Review using SQII indicators will be completed every grade reporting period to identify areas for growth.

*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*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

**Teaching Fellows, At risk conferences, Transition Meetings**

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**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Substitute	1,000
2	1	EL	Instruction	Non Capitalized Equipment				Printers	3,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Material and Supplies	17,244
2	1	EL	Instruction	Materials & Supplies				Postage for mailers	1,500
								<b>Total</b>	<b>\$22,744</b>

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 3</b>	<i>Detail the action:</i> J.E. Young will implement strategic math supports for all students aligned with the Common Core State Standards with an emphasis on critical thinking and problem-solving. Teachers will collaborate in their Accountable Communities to identify best practices for improving math literacy, such as student groupings; real-world, application-based projects in the classroom. Teaching Fellow tutors will provide support in the math Access classes, as well as in the tutorial center at J.E. Young.		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target Baseline year</i>	<i>Vendor (contracted services) MAPP or TABE, Edgenuity, Apex</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> <i>By the end of the 2016 -2017 school year, J.E. Young Math classes including Access will establish an overall math proficiency baseline. All math courses will incorporate grade level math modules as well as grade level activities to increase student proficiency in math. Students will take a pre-math assessment and post math assessment to measure the increase in their math proficiency.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> 1. Intake process will include students taking a pre-assessment in Math. 2. Parents will be provided feedback on how students scored on the pre-assessment and how it will impact their schedule. 3. Teachers will update grades and credits weekly utilizing the Atlas grade book. 4. Progress Reports will be completed on a quarterly basis by teachers and contact to parents will be made and logged on Atlas. 5. Report Cards will be distributed and mailed quarterly to each student. 6. Teachers will use grade level modules as well as other grade level activities to increase student proficiency in math. 7. Students will be given a post assessment prior to the end of the school year to measure students’ proficiency growth. 8. Teaching Fellow tutors will be provided the pre-assessment data to support growth areas.		<i>Owner(s)Administration</i>  Administration-Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco  <i>All J.E. Young Teachers</i>	<i>Timeline Implementation will begin August 2016 – June 2017</i>

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

- Parent notification of purpose of the assessment will be done at the Parent/Student Orientation
- Parent notification of assessment results will be mailed home.
- Back to School
  - \* Quarter 1 grade distribution to 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.
- Open House
  - \* Quarter 3 grade distribution to 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.
- 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 tailor the orientation to the various J.E. Young programs. Counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Advance to College program, on-line courses, as well as the overall expectations of J.E. Young.
- 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.) as well as topics generated by the parents.

*Describe related professional learning:*

- Teacher will be given a Professional Development on the pre-post assessment and how to use it with students, and how to use the results to drive instruction in math.
- Data Review using SQII indicators will be completed every grade reporting period to identify areas for growth.

*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**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Teacher-Substitute Salaries				Teacher subs for professional development	1,000
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher planning	4,951
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Teacher technology	5,000
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies - No food, incentives or certificates.	9,325
3	1	EL	Instruction	Materials & Supplies				Material and Supplies	6,005
3	1	EL	Instruction	Direct-Graphics (Dr)				Graphic, student handbook etc.	3,000
<b>Total</b>									<b>\$29,281</b>

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	Detail the action: By the end of the 2016-2017 school year we will create a rigorous and viable grade level standards based curriculum preparing student for college and career readiness. 100% of all modules will be vetted and modified as needed.		
SQII Element:	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services)

<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context								
<p>Write a SMART Goal to address each data point:</p> <p><i>By the end of the 2016-2017 school year, J.E. Young will create a rigorous and viable grade level, standards-based curriculum focusing on literacy in the content areas and incorporating a culminating performance task to demonstrate literacy standards. Data from the performance assessments will be utilized to improve instruction.</i></p>									
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li>1. Teachers meet in their Accountable Communities to share and discuss student work, identifying areas of growth and ways to address the growth areas.</li> <li>2. Weekly data of grades and credits earned by students shared and analyzed by administration.</li> <li>3. Quarterly data of grades and credits earned by students shared and analyzed by staff.</li> <li>4. Counselors will have an IAP (Individual Academic Plan) for each student in all JEY programs and every senior.</li> <li>5. Every student will have a weekly assignment contract.</li> <li>6. Yearly master agreements will be required for students in our traditional independent study program.</li> </ol>	<table border="1"> <thead> <tr> <th data-bbox="1274 412 1514 440">Owner(s)</th> <th data-bbox="1514 412 1890 440">Timeline</th> </tr> </thead> <tbody> <tr> <td data-bbox="1274 440 1514 695">                     Administration- Y. Jimenez- Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco                 </td> <td data-bbox="1514 440 1890 695">                     To begin August 2016 and continue through June of 2017.                 </td> </tr> <tr> <td data-bbox="1274 695 1514 950">                     Lead Teachers- Clarissa Leyva, Joe Trevino, Ernest Espinosa, Fay Hinds, Jennifer Gross                 </td> <td data-bbox="1514 695 1890 950"></td> </tr> <tr> <td data-bbox="1274 950 1514 1092">                     All J.E. Young Certificated Teachers                 </td> <td data-bbox="1514 950 1890 1092"></td> </tr> </tbody> </table>	Owner(s)	Timeline	Administration- Y. Jimenez- Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco	To begin August 2016 and continue through June of 2017.	Lead Teachers- Clarissa Leyva, Joe Trevino, Ernest Espinosa, Fay Hinds, Jennifer Gross		All J.E. Young Certificated Teachers	
Owner(s)	Timeline								
Administration- Y. Jimenez- Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco	To begin August 2016 and continue through June of 2017.								
Lead Teachers- Clarissa Leyva, Joe Trevino, Ernest Espinosa, Fay Hinds, Jennifer Gross									
All J.E. Young Certificated Teachers									
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> <li>• Back to School Night                         <ul style="list-style-type: none"> <li>* Quarter 1 grade distribution to parent and student</li> <li>* Parents can meet with student’s teachers and discuss student’s progress and if needed, ways to improve student progress.</li> </ul> </li> <li>• Open House                         <ul style="list-style-type: none"> <li>* Quarter 3 grade distribution to parents and students</li> <li>* Parents can meet with student’s teachers and discuss student’s progress and if needed, ways to improve student progress.</li> </ul> </li> <li>• Counselor Conferences</li> </ul>									

<ul style="list-style-type: none"> <li>* Counselors meet with students individually each quarter to review student’s transcript.</li> <li>* Counselors send out <i>at-risk letters</i> to parents notifying them of the lack of academic progress their student is making.</li> <li>* Counselors hold <i>at-risk conferences</i> 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.</li> <li>• Parent/Student Orientations             <ul style="list-style-type: none"> <li>* Counselors hold a weekly orientation for new, in-coming students and their parents. During this orientation, counselors tailor the orientation to the various J.E. Young programs. Counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Advance to College program, on-line courses, as well as the overall expectations of J.E.Young.</li> </ul> </li> </ul>
<p><i>Describe related professional learning:</i></p> <ol style="list-style-type: none"> <li>1. Teachers will have an opportunity for professional learning.</li> <li>2. Teachers will have an opportunity for continued development and revision of lesson modules.</li> <li>3. Credentialed staff and administration is involved in weekly Accountable Community Meetings.</li> <li>4. School-wide Professional Learning based on teacher/student needs will be provided monthly.</li> </ol>
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>  <b>Access to courses, Transcript Review, IAP</b></p> <p><i>Specify additional targeted actions for EL students:</i></p>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action: 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 80% attendance will be identified as needing academic review.</i></p>		
<p><i>SQII Element: Indicator 48</i></p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target: 5%</i></p>	<p><i>Vendor (contracted services) Regal, Save Mart, Me-n-Eds, Panda, Kona Ice and Jamba Juice</i></p>

<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point:</p> <p>By the end of the 2016-2017 school year we will increase by 5% average daily attendance. Moving from 68% to 73% (SQII Indicator 48).</p>		
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li>Attendance Clerk/CWA's will print Daily Attendance Verification Log to utilize when making parent phone calls.</li> <li>Vice principal will use the attendance verification log to distribute bus tokens at the end of the day.</li> <li>Attendance Clerk/CWA's/Teachers will use daily attendance log to make phone calls to inform parents of absent students.</li> <li>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.</li> <li>Weekly Assignment Contracts will be turned in to attendance clerk.</li> <li>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.</li> </ol>	<p>Owner(s)</p> <p>Administration- Y. Jimenez- Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco</p> <p>Child Welfare &amp; Attendance- Spellman, Ying Attendance Clerk-D. Gutierrez Student Support Services</p>	<p>Timeline</p> <p>To begin August 2016 and continue through June of 2017</p>
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> <li>Home Visits by the CWA's</li> <li>Parent/Student Orientation conducted by the counselors</li> <li>Mailing of Individual attendance letters by the attendance clerk and CWA's</li> <li>School Messenger sent out by the attendance clerk and CWA's</li> <li>Daily Phone Calls to parents by Attendance Clerk/CWA's/Teachers</li> </ul>		
<p>Describe related professional learning:</p> <ol style="list-style-type: none"> <li>Staff Data Collaboration Review and Analysis.</li> </ol>		

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

Weekly Attendance Drawings

Quarterly Attendance Awards

Attendance Contracts

*Specify additional targeted actions for EL students:*

Child Welfare Attendance will support EL students and families through interpreting, home visits and related services.

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 6</b>	Detail the action: The school will utilize all of its stakeholders in collaboration with community partners and establish a systematic 3 tiered response to intervention. This response to intervention plan will include a school wide character program, three leveled discipline policy, guidelines for success and student incentives. This plan will help identify and analyze the effectiveness in all targeted areas.					
SQII Element:847		SQII Sub-element(s):		Site Growth Target		Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: <i>By the end of the 2016-2017 school year, we will decrease the number of suspensions from 70 to 63 incidences (SQII indicator 847) as well as decrease the expulsion incidences from two to zero.</i>						



<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact).</i></p> <ol style="list-style-type: none"> <li>1. Monthly classroom hot topics meetings (academic expectations, upcoming events, college application deadlines, etc.)</li> <li>2. Weekly Suspension Data Report binder will be updated by the office assistant every time a suspension occurs and evaluated by administration.</li> <li>3. District SEL Survey completed by teachers.</li> <li>4. SEL Lessons –Class Meetings will occur through our advisory classes.</li> <li>5. Work with outside agencies to establish additional social emotional support.</li> <li>6. Quarterly school-wide evaluation and analysis of SQII Data. Once this data is evaluated and analyzed, admin looks for trends (positive and growth areas) and identifies what the causes of the trends may be attributed to. If it’s a growth area, admin looks for ways to improve the growth area.</li> <li>7. Administration and program teachers will evaluate Referral Data to address school wide needs and concerns such as;             <ul style="list-style-type: none"> <li>* professional development on classroom management</li> <li>* identify areas and times where increased incidences occur</li> <li>* Safe and Civil team will review the data monthly</li> </ul> </li> <li>8. Evaluate and analyze data in regards to student violation. After analyzing the data, admin will determine next steps and an action plan.</li> <li>9. Quarterly Transition Planning Meetings/Conferences with teachers and administration.</li> </ol>	<p><i>Owner(s)</i></p> <p>Administration- Y. Jimenez- Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco</p> <p>Safe and Civil Team</p>	<p><i>Timeline</i></p> <p>To begin August 2016 and continue through June of 2017.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Monthly Parent Luncheons             <ul style="list-style-type: none"> <li>* 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.) as well as topics generated by the parents.</li> </ul> </li> </ul>		

- School Site Council (SSC)
  - \* Parent and student representatives meet with J.E.Young admin, teachers, staff to receive information on any new business items such as the SPSA, Safety Plan, Budget, etc. and to have an opportunity to give input on such items as well as to bring up any parent/student concerns.
- 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, Advance to College program, on-line 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 handout a copy of the parent/student handbook to the parent and student. The counselor reviews, in detail, the 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.”

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

SEL Curriculum-Advisory

Incentives, Quarterly Awards/Recognition

Student Handbook

Community Service Opportunities

*Specify additional targeted actions for EL students:*

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

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 7</b>	<p><i>Detail the action:</i> 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.</p> <p><b>Methods of communication will include:</b> Newsletters, parent student handbook, letters send home, Atlas, Edu text, school messenger and teacher phone calls.</p> <p><b>School sponsored events and partnership opportunities include:</b> parent survey, open house, back to school, Monthly Parent Luncheon, school site council, ELAC, title one parent meeting, and report card distribution.</p>		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i> Savemart Costco
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>By the end of the 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 (SQII Indicators 356,368, 359).</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. Event Participation Data (sign in sheets)</li> <li>2. Parent Survey Participation Data</li> <li>3. School Messenger Reports</li> <li>4. Emergency Card/Parent Contact Information Policy</li> </ol>		<p><i>Owner(s)</i> Administration- Y. Jimenez-Ruiz, R. Day, C. Wood, J. Guerrero, J. Carrasco All Certificated Teachers  Child Welfare and Attendance</p>	<p><i>Timeline</i>  To begin August 2016 and continue through June of 2017.</p>

	Workers- Spellman, Ying  SSC Chairperson- G Neufeld	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>● <b>Monthly Parent Luncheon</b> <ul style="list-style-type: none"> <li>* 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.) as well as topics generated by the parents.</li> </ul> </li> <li>● <b>Back to School Night</b> <ul style="list-style-type: none"> <li>* Quarter 1 grade distribution to parents and students</li> <li>* Parents can meet with child’s teachers and discuss student’s progress and if needed, ways to improve student progress.</li> </ul> </li> <li>● <b>Open House</b> <ul style="list-style-type: none"> <li>* Quarter 3 grade distribution to parents and students</li> <li>* Parents can meet with student’s teachers and discuss student’s progress and if needed, ways to improve student progress.</li> </ul> </li> <li>● <b>Counselor Conferences</b> <ul style="list-style-type: none"> <li>* Counselors meet with students individually each quarter to review the student’s transcript.</li> <li>* Counselors send out <i>at-risk letters</i> to parents notifying them of the lack of academic progress their student is making.</li> <li>* Counselors hold <i>at-risk conferences</i> 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</li> </ul> </li> <li>● <b>Parent/Student Orientations</b> <ul style="list-style-type: none"> <li>* 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, Advance to College program, on-line courses, as well as the overall expectations of J.E. Young.</li> </ul> </li> <li>● <b>School Site Council meeting</b> <ul style="list-style-type: none"> <li>* Parent and student representatives meet with J.E. Young admin, teachers, staff to receive information on any new business items such as the SPSA, Safety Plan, Budget, etc. and to have an opportunity to give input on these items as well as to discuss any parent/student concerns.</li> </ul> </li> </ul>		

- ELAC meeting
- Title 1 meeting
- Parent University
- Parent/Student Handbook
  - \* During the parent/student orientation, counselors give a copy of the parent/student handbook to the parent and student. The counselor goes over, in detail, the academic and behavioral expectations.

*Describe related professional learning:*

1. Available district wide training on IAchieve.
2. School Site council training
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 additional targeted actions for EL students:*  
 Communication sent home in students primary language

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	EL	Parent Participation	Materials & Supplies				Food for parent meetings and Supplies for parent meetings	5,500
								Total	\$5,500

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 8</b>	<p><i>Detail the action: The school will provide student leadership opportunities through ASB, SSC, community services and leadership electives. Academic advancement opportunities will be provided through specialty programs.</i></p> <p><i>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.</i></p>		
SQII Element:395	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services) Regal, Save Mart, Me-n-Eds, Panda, Kona Ice and Jamba Juice
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 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. (SQII Indicator 395)</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. Quarterly and weekly review of enrollment by school site and program.</li> <li>2. Event Participation Data (sign in sheets)</li> <li>3. Grade and Attendance Review by counselor’s administration and teachers.</li> <li>4. Completion of yearly culture climate surveys</li> <li>5. Safe and Civil Monthly team Meetings</li> <li>6. Admin Meetings</li> <li>7. Weekly program meetings to evaluate program data and success or opportunities for improvements.</li> </ol>		Owner(s) Administration- Y. Jimenez-Ruiz, R, Day C. Wood, J. Guerrero  All J.E. Young Certificated Teachers	Timeline To begin August 2016 and continue through June of 2017.

*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, Advance to College program, on-line 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.) as well as topics generated by the parents.

*Describe related professional learning:*

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

*Incentives*

*Quarterly Awards/Recognition  
(Attendance, Honor Roll, Etc)  
Enrollment in co-curricular and specialty programs  
Reward luncheons (Monthly)  
Student conferences*

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Retired Nurse for parenting classes	4,001
8	3	EL	Instruction	Materials & Supplies				Bus tokens for Jaguar academy, ATC and Parenting class	15,000
8	3	EL	Instruction	Materials & Supplies				Fresno City College ATC program	5,000
8	3	Sup & Conc	Instruction	Sub-agreements for Services			Other*	Edgenuity Inc. Virtual Classroom and web administrator renewal and On line site license	5,000
8	3	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	10,000
Total									\$39,001

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 9</b>	<i>Detail the action: The school will provide a comprehensive plan to actively address the low re-designation rate at J.E. Young.</i>					



<p><i>SQII Element: 917, 926</i></p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target: 5%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i></p>	<p><input checked="" type="checkbox"/> <i>On-going</i></p>	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i></p>	<p><input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>
<p><i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year we will increase the re-designation rate of our English Learners by 5% (SQII indicators 917, 926).</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. Quarterly and weekly review of EL enrollments by program.</li> <li>2. EL grade and attendance review by counselor’s administration and teachers.</li> <li>3. CELDT Chats</li> <li>4. Monthly evaluation of program data and success or opportunities for academic improvement of EL students.</li> <li>5. Teachers will incorporate more oral language in the class such as students giving speeches.</li> <li>6. Teachers will increase the amount of reading students do in class.</li> <li>7. Students will be given a pre-assessment at the intake and teachers will use the data to address specific EL needs.</li> </ol>		<p><i>Owner(s)</i></p> <p>Administration- Y. Jimenez- Ruiz, R. Day, C. Wood, J. Guerrero</p> <p>All J.E. Young Certificated Teachers</p>	<p><i>Timeline</i></p> <p>To begin August 2016 and continue through June of 2017.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• Progress reports will be mailed home.</li> <li>• School Messenger will be sent out notifying parents that progress reports and report cards are coming out.</li> <li>• Quarterly reports will be mailed home.</li> <li>• Back to School             <ul style="list-style-type: none"> <li>* Quarter 1 grade distribution to parents and students</li> <li>* Parents can meet with student’s teachers and discuss student’s progress and if needed, ways to improve student progress.</li> </ul> </li> <li>• Open House             <ul style="list-style-type: none"> <li>* Quarter 3 grade distribution to parents and students</li> <li>* Parents can meet with child’s teachers and discuss student’s progress and if needed, ways to improve student progress.</li> </ul> </li> <li>• Parent/Teacher/Admin Conferences</li> </ul>			

<p>* Parent/Teacher/Admin conferences will be held when a student is not progressing academically so that the parents are kept up-to-date about their student’s academic progress.</p> <p>Parent/Student Handbook</p> <p>* 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.</p> <ul style="list-style-type: none"> <li>• Monthly parent luncheon</li> </ul> <p>* 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.) as well as topics generated by the parents.</p>
<p><i>Describe related professional learning:</i></p> <ol style="list-style-type: none"> <li>1. Leadership training for students</li> <li>2. School Site Council Training for new SSC.</li> <li>3. District Safe and Civil Training for team members.</li> </ol>
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>Incentives</p> <p>Quarterly Awards/Recognition (Attendance, Honor Roll, Etc)</p> <p>Student conferences</p> <p>Enrollment in co-curricular and programs</p> <p>Comprehensive Guidance Program (Counseling Team)</p> <p><i>Specify additional targeted actions for EL students:</i></p>

C.1. Budget – Allocations and Planned Expenditures

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

JE Young - 0240

**ON-SITE ALLOCATION**

3010	Title I	\$24,951 *
7090	LCFF Supplemental & Concentration	\$77,245
7091	LCFF for English Learners	\$40,005
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$142,201</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$675
Remaining Title I funds are at the discretion of the School Site Council	\$24,276
<b>Total Title I Allocation</b>	<b>\$24,951</b>

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0240 JE Young Independent Study

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Travel			Travel for CCIS and /CCEA conference	3,150.00
1	1	Title 1 Basic	In-House Instructional Staff Deve	Trvl & Conf			Registration for CCIS conference	1,050.00
1	1	Title 1 Basic	In-House Instructional Staff Deve	Dues And Mem			Membership dues for CCIS	800.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			: Material and supplies for Parent Involvement. No food, incentives or certificates.	675.00
1	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	40,000.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute	1,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	17,244.00
2	1	EL	Instruction	Mat & Supp			: Postage for mailers	1,500.00
2	1	EL	Instruction	Nc-Equipment			: Printers	3,000.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning	4,951.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies - No food, incentives or certificates.	9,325.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Teacher technology	5,000.00
3	1	EL	Instruction	Teacher-Subs			Teacher subs for professional development	1,000.00
3	1	EL	Instruction	Mat & Supp			Material and Supplies	6,005.00
3	1	EL	Instruction	Direct-Graph			Graphic, student handbook etc.	3,000.00
7	3	EL	Parent Participation	Mat & Supp			Food for parent meetings and Supplies for parent meetings	5,500.00
8	3	Sup & Conc	Instruction	Teacher-Supp			Retired Nurse for parenting classes	4,001.00
8	3	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
8	3	Sup & Conc	Instruction	Subagreements			Other* : Edgenuity Inc. Virtual Classroom and web administrator renewal and On line site license	5,000.00
8	3	EL	Instruction	Mat & Supp			: Bus tokens for Jaguar academy, ATC and Parenting class	15,000.00
8	3	EL	Instruction	Mat & Supp			: Fresno City College ATC program	5,000.00

\$142,201.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$24,951.00
Sup & Conc	7090	\$77,245.00
EL	7091	\$40,005.00
<b>Grand Total</b>		<b>\$142,201.00</b>

Domain Totals	Budget Totals
Academic	\$97,700.00
Culture & Climate	\$44,501.00
<b>Grand Total</b>	<b>\$142,201.00</b>

D.1. Centralized Services - No Centralized Services are utilized at this time.

E.1. Assurances

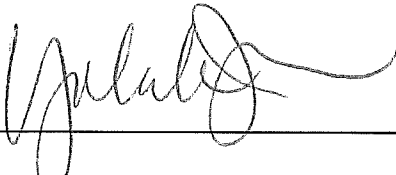

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Yolanda Jimenez-Ruiz</b>	X				
2. <b>Chairperson - Gail Neufeld - Teacher</b>			X		
3. <b>Rhonda Day- Vice Principal</b>		X			
4. <b>Deborah Williams -Teacher</b>		X			
5. <b>David Tugman -Teacher</b>		X			
6. <b>Jim Barr -Teacher</b>				X	
7. <b>Martha Fabela -Parent</b>					
8. <b>Ying Vang-Classified</b>			X		
9. <b>Briant Robles- Student</b>					X
10.					
11.					
12.					
13.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date_____.			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

<b>School Name:</b> JE Young Academic Center			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2016-2017.			
Title	Print Name Below	Signature Below	Date
Principal	Yolanda Jimenez-Ruiz		3/31/16
SSC Chairperson	Gail Neufeld		3-31-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws