


Addicott Elementary

10621666116651

Principal's Name: Katrina Pleshe

Principal's Signature: 

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

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

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

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

Consolidated Program Assurances

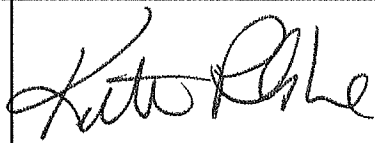
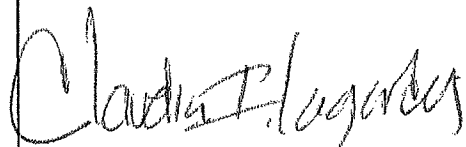
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|--|
| The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually. |
| The SSC, 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 - Katrina Pleshe | X | | | | |
| 2. Chairperson - Claudia Lagarde | | | | X | |
| 3. Sargent of Arms- Pam Bean | | | | X | |
| 4. Sectary- Teresa MonPere | | X | | | |
| 5. Katie Finks | | X | | | |
| 6. Donna Jost | | X | | | |
| 7. Sandra Gonzalez | | | | X | |
| 8. Juana Sagrero | | | | X | |
| 9. Diann Sanchez | | | X | | |
| 10. Lisa Ramirez | | | | X | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: | | | |
|---|-------------------------|--|-------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Katrina Pleshe |  | 3/31/17 |
| SSC Chairperson | Claudia Lagarde |  | 3/31/17 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Addicott - 0553

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|-----------------|
| 3010 | Title I | \$2,514 * |
| 7090 | LCFF Supplemental & Concentration | \$10,452 |
| 7091 | LCFF for English Learners | \$4,572 |
| TOTAL 2017/18 ON-SITE ALLOCATION | | \$17,538 |

| | |
|--|---------|
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$50 |
| Remaining Title I funds are at the discretion of the School Site Council | \$2,464 |
| Total Title I Allocation | \$2,514 |

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

| Selected | ID | Description | ¹⁴ Rank Based on EOY 15- 16 | EOY 13- 14 | EOY 14- 15 | EOY 15- 16 | Q3 16-17 | Data Source Location |
|--------------------------|----------------------|--|---|--------------------|---------------|------------------|------------------|--|
| <input type="checkbox"/> | 2523 | District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate | N/A ^{1*} | 0.00% | 0.00% | N/A ¹ | N/A ¹ | •LCAP Dashboard - 5PupilEngagement |
| <input type="checkbox"/> | 3162 | District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements | N/A ^{2*} | 0.00% | 0.00% | N/A ² | N/A ² | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3165 | District Dashboard (Goal 1): Performance on Smarter Balance (ELA) | N/A ^{3*} | N/A ³ | 0.00% | 0.00% | N/A ³ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3166 | District Dashboard (Goal 1): Performance on Smarter Balance (Math) | N/A ^{3*} | N/A ³ | 0.00% | 0.00% | N/A ³ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3169 | District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level | N/A ^{3*} | N/A ³ | 0.00% | 0.00% | N/A ³ | •LCAP Dashboard - 8OtherPupilOutcomes |
| <input type="checkbox"/> | 3158 | District Dashboard (Goal 4): Percentage of students with a D or F on their report card | N/A ^{4*} | 0.00% ⁴ | 0.00% | 2.50% | 0.00% | •LCAP Dashboard - 8OtherPupilOutcomes |
| <input type="checkbox"/> | 3178 | District Dashboard (Goal 1): Percentage of Advanced Placement (AP) exams passed (scoring 3+) | N/A ^{5*} | 0.00% | 0.00% | 0.00% | N/A ⁵ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3751 | KAIG - Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment | N/A ^{6*} | N/A ⁶ | 0.00% | 0.00% | 0.00% | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3752 | KAIG - Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment | N/A ^{6*} | N/A ⁶ | 0.00% | 0.00% | 0.00% | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 5978 | Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on | N/A ^{3*} | N/A ³ | 0.00% | 0.00% | N/A ³ | •LCAP Dashboard - 4PupilAchievement |

| | | | | | | | | | |
|--------------------------|----------------------|--|-------------------|------------------|------------------|-------|------------------|--|--|
| <input type="checkbox"/> | | the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam | | | | | | | •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related) |
| <input type="checkbox"/> | 5982 | Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam | N/A ^{3*} | N/A ³ | 0.00% | 0.00% | N/A ³ | | •LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related) |
| <input type="checkbox"/> | 6256 | Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment | N/A ^{7*} | N/A ⁷ | N/A ⁷ | 0.00% | 0.00% | | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 6258 | Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment | N/A ^{8*} | N/A ⁸ | N/A ⁸ | 0.00% | 0.00% | | •LCAP Dashboard - 4PupilAchievement |

2 - Social Emotional/Climate Culture

| Selected | ID | Description | ¹⁴ Rank Based on EOY 15-16 | EOY 13-14 | EOY 14-15 | EOY 15-16 | Q3 16-17 | Data Source Location |
|--------------------------|----------------------|---|---------------------------------------|-----------|-----------|------------------|------------------|--|
| <input type="checkbox"/> | 917 | District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress). | N/A* | 0.00% | 0.00% | 0.00% | 0.00% | •LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT |
| <input type="checkbox"/> | 863 | Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT) | N/A ^{9*} | 0.00% | 0.00% | N/A ⁹ | N/A ⁹ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 2358 | Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT | N/A* | 0.00% | 20.00% | 69.23% | 76.92% | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 48 | ADA Attendance Rate | N/A* | 81.96% | 83.55% | 78.93% | 71.23% | •LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance |

| | | | | | | | | |
|--------------------------|----------------------|--|--------------------|-------------------|-------------------|-------------------|-------------------|---|
| <input type="checkbox"/> | 5942 | Number and percentage of students who are chronically absent (attendance rate of 90% or less) | N/A* | 50.00% | 53.33% | 62.07% | 63.41% | <ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance |
| <input type="checkbox"/> | 5942 | Number and percentage of students who are chronically absent (attendance rate of 90% or less) | N/A* | 50.00% | 53.33% | 62.07% | 63.41% | <ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance |
| <input type="checkbox"/> | 5942 | Number and percentage of students who are chronically absent (attendance rate of 90% or less) | N/A* | 50.00% | 53.33% | 62.07% | 63.41% | <ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance |
| <input type="checkbox"/> | 4849 | Number and percentage of students who are truant as defined by education code (3 or more truancy violations) | N/A ^{10*} | N/A ¹⁰ | N/A ¹⁰ | 2.38% | 2.78% | <ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement |
| <input type="checkbox"/> | 2001 | District Dashboard (Goal 4): On-campus suspension instances per 100 | N/A* | 0.00% | 0.00% | 0.00% | 0.00% | <ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate |
| <input type="checkbox"/> | 843 | District Dashboard (Goal 4): Out of school suspension instances per 100 | N/A* | 0.00% | 0.00% | 0.00% | 0.00% | <ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions |
| <input type="checkbox"/> | 528 | District Dashboard (Goal 4): Expulsions per 100 | N/A* | 0.00% | 0.00% | 0.00% | 0.00% | <ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate |
| <input type="checkbox"/> | 6046 | Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year | N/A ^{11*} | 0.00% | 0.00% | N/A ¹¹ | N/A ¹¹ | <ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement |
| <input type="checkbox"/> | 1299 | Number and percentage of 7th-8th grade students who dropped out | N/A* | 0.00% | 0.00% | 0.00% | 0.00% | <ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement |
| <input type="checkbox"/> | 2080 | District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) | N/A* | 0.00% | 0.00% | 87.10% | 90.38% | <ul style="list-style-type: none"> •LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds |

| | | | | | | | | |
|--------------------------|----------------------|--|--------------------|-------------------|-------------------|-------------------|-------------------|---|
| <input type="checkbox"/> | 2080 | District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) | N/A* | 0.00% | 0.00% | 87.10% | 90.38% | <ul style="list-style-type: none"> •LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds |
| <input type="checkbox"/> | 2080 | District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) | N/A* | 0.00% | 0.00% | 87.10% | 90.38% | <ul style="list-style-type: none"> •LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds |
| <input type="checkbox"/> | 7131 | Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period | N/A ^{12*} | N/A ¹² | N/A ¹² | N/A ¹² | 0.00% | <ul style="list-style-type: none"> •SQII Index - A-G - On-Track Status (Related) |
| <input type="checkbox"/> | 7137 | Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey. | N/A ^{13*} | N/A ¹³ | N/A ¹³ | 0.00% | N/A ¹³ | <ul style="list-style-type: none"> •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7136 | Number and percentage of positive responses on the Self-Management construct of the secondary student survey. | N/A ^{13*} | N/A ¹³ | N/A ¹³ | 0.00% | N/A ¹³ | <ul style="list-style-type: none"> •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7139 | Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey. | N/A ^{13*} | N/A ¹³ | N/A ¹³ | 0.00% | N/A ¹³ | <ul style="list-style-type: none"> •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7132 | Number and percentage of positive responses on the Self-Management construct of the elementary student survey. | N/A ^{13*} | N/A ¹³ | N/A ¹³ | 0.00% | N/A ¹³ | <ul style="list-style-type: none"> •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7133 | Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey. | N/A ^{13*} | N/A ¹³ | N/A ¹³ | 0.00% | N/A ¹³ | <ul style="list-style-type: none"> •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7134 | Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey. | N/A ^{13*} | N/A ¹³ | N/A ¹³ | 0.00% | N/A ¹³ | <ul style="list-style-type: none"> •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7135 | Number and percentage of positive responses on the Social-Awareness | N/A ^{13*} | N/A ¹³ | N/A ¹³ | 0.00% | N/A ¹³ | <ul style="list-style-type: none"> •SPSA SQII View - Culture - SurveyResults - Student |

construct of the elementary student survey.

Notes

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

Addicott School 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain



1. Academic Performance



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

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3169 - 3rd grade students reading at grade level | 1 | 2 | |



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Curriculum Kits will be created and implemented to support student learning within the Guaranteed Viable Curriculum. Each kit will contain many opportunities for students to interact with literature and materials through all modalities of learning that support the themes presented through Unique Learning.

SMART Goals

By the end of 2017-18, students will increase from 0% to 5% in their post assessments offered through Unique, due to the extra interaction provided them through curriculum kits.

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

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

-IEP short term objective, progress summaries, and goals

-Post Assessments at the end of Unique study units.

Owner(s):

Principal and Teachers

Timeline:

-Kits will be created throughout the year

-Teachers will use one kit a month

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

- Extra materials will be purchased to emulate items in the Curriculum Kits that students are responding too, for parents to check-out through the student library. This will help reinforce the practice of skills within the kit,

Describe Related Professional Learning:

-Through AC time and professional learning time, teachers will create, discuss, and plan the Curriculum Kits. The kits will allow for students to have opportunities to practice their IEP goals within their 5 Domains.

encourage more practice of the 5 Domains, and better parent understanding of the curriculum we use throughout the site.

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

-Curriculum Kits will be shared throughout a check out system and rotate throughout the classrooms on a monthly basis. Kits will have materials and activities thematically aligned to a specific theme and each activity will support a specific Domain, within the 5 Domains. Students will have opportunities within the kits to explore the theme through all modalities of learning.

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

- EL students will have more opportunities for language and vocabulary development
- Group home and Foster students will have more of an opportunity with hands-on opportunities.

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|---------------|--------------------------------|----------------------|--------|---|-------------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 1 | 1 | Title 1 Basic | Parent Participation | Materials & Supplies | | Parent Participation by purchasing materials for parents | \$ 50.00 |
| 1 | 1 | Title 1 Basic | Separate Classes: Special Educ | Materials & Supplies | | Materials: Books, sensory items, manipulatives to support | \$ 1,664.00 |
| | | | | | | Total | \$ 1,714.00 |

Action # 2

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

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|---------------------------------|-----------|----------|--------|
| 5942 - Chronic absenteeism rate | 63.41 | 55 | |

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

Detail the Action

Provide transition support for students transitioning into Addicott and out of Addicott. This would require providing extra substitute support for teachers to visit students and staff at other school sites to ensure proper support for transitioning and placement of students. Students and families will feel more comfortable through the support provided them during transition and therefore will result in better attendance rates.

SMART Goals

By the end of 2017-18, 80% of students will have a successful transition to and from Addicott Elementary, by 80% of parents indicating satisfaction with their child's placement and support.

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

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

- End of 1st Quarter, parent survey will be created and administered.
- Each quarter collect data and review results

Owner(s):

Principal, Teachers, and Office Manager

Timeline:

Throughout the 2017-18 school year.

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

Creation of a parent climate survey and parent's satisfaction will be a keyelement and consideration in the transition process.

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

- Laptops available for creating survey and available for parents to complete survey.
- Substitute coverage for teachers
- Translators for students and families
- Paper and other materials for information shared with parents

Describe Related Professional Learning:

Professional Learning will be provided to staff members involved in the transition process. These members will collectively review data and implement changes if necessary.

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

- EL Students; Translators with be available to families and students transitioning
- Foster/Group Home Students: This will provide extra support to help these students deal with another change

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|------------|-------------------------------|-----------------------------|--------|--|-----------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 2 | 2 | Sup & Conc | Separate Classes: Special Edu | Teacher-Substitute Salaries | | Substitute Support for teachers who are helping transiti | \$ 929.00 |
| | | | | | | Total | \$ 929.00 |

Action # 3

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

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|---------------------------------|-----------|----------|--------|
| 5942 - Chronic absenteeism rate | 63.4 | 55 | |

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

Detail the Action

Provide an opportunity for parents to explore and use our Sensory Room with their child once a week. Parents will have an opportunity to work with their child around sensory opportunities in an environment specifically created for sensory. Parents will have an opportunity to emulate strategies with their children that are practiced at school weekly.

SMART Goals

By the end of 2017-18, at least 10% of parents participate in this opportunity.

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

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

-Provide parents an opportunity to work with their child once a week and take attendance every week. Child care will be provided for other children within the family.

Owner(s):

Principal and Paraprofessionals

Timeline:

From September 2017 to May 2018

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

-Parents will be invited to use the Sensory Room on campus with their child, while having their other children watched by staff members.

Describe Related Professional Learning:

-A trained paraprofessional will offer information on the Sensory Room as needed for parents who take advantage of this opportunity.

-Principal will meet with paraprofessionals to ensure their understanding of the Sensory Room

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

- Supplies, snacks, and materials for child care
- Supplemental Contracts for staff members
- Access to Sensory Room

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

- EL Students; Communication to parents will be provided in their home language
- Foster/Group Home: An extra opportunity for these students to connect one on one with their caregivers.

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|----------|-------------|--------------------------------|--------|--|-------------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 3 | 2 | LCFF: EL | Instruction | Instr Aide-Extra Time Salaries | | Supplemental Contracts for Paraprofessionals to help m | \$ 1,153.00 |
| | | | | | | Total | \$ 1,153.00 |

Action # 4

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

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3169 - 3rd grade students reading at grade level | 1 | 2 | |

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

Detail the Action

All staff members (paraprofessionals and teachers) will continue their MOVE training in MOVE curriculum and standards. This will build on the knowledge and practice learned the prior year of instruction. We have seen an increase of Mobility goals and an increase of successful Mobility goals due to this training from last year. One staff member will be allowed to attend an extra MOVE training to help facilitate the newest updates to the curriculum, for example, toileting needs.

SMART Goals

By the end of 2017-18, 25% of our students will have progressed through at least 3 levels on MOVE assessments.

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

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

- Students who have a mobility IEP goal, will participate in the MOVE curriculum
- At annual IEP meetings teachers will update student's mobility assessments

Owner(s):

Principal, Teachers, Paraprofessionals

Timeline:

Starting from the beginning of the year in 2017 to the end of the year in 2018

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

- During IEP's, students' progress on MOVE assessments will be shared with parents and families.

Describe Related Professional Learning:

- MOVE Training revisited by trained staff at the beginning of the year
- One staff member attends MOVE training for toileting and then provides a training for all of our staff.

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

- MOVE curriculum, Charts, and materials, needed to support student opportunities in equipment and curriculum
- One Day MOVE Training
- Substitute support for teacher training, assessments, and opportunities
- Supplemental contract for MOVE Lead Teacher

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

Greater access to the 5 Domains specifically Mobility practice. Which will hopefully lead towards more independence through mobility practice.

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|------------|----------------------------------|-------------------------------|--------|--|-------------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 4 | 1 | Sup & Conc | Separate Classes: Special Educ | Teacher-Supplemental Salaries | | Supplemental contract for teacher mentoring our MOVE | \$ 1,185.00 |
| 4 | 1 | Sup & Conc | In-House Instructional Staff Dev | Travel | | Provide training for a teacher in MOVE curriculum. | \$ 500.00 |
| | | | | | | Total | \$ 1,685.00 |

Action # 5

Domain

1. Academic Performance

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

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|---------------------------------|-----------|----------|--------|
| 5942 - Chronic absenteeism rate | 63.4 | 55 | |

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

Detail the Action

Rewards and incentives provided for students who have 90% attendance or higher for a quarter.

SMART Goals

By the end of 2017-18, Students who do not have an attendance rate of 90% or better will decrease from 63.4% to 55%, by the end of the school year.

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

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

Every quarter have a specific experience or activity for students who have 90% of higher attendance.

Owner(s):

Principal, Teacher, and Office Manager

Timeline:

Starting from the beginning of the year until the end of the year.

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

- Parents will receive information about the importance of attendance
- Parents will learn about Home Hospital Instruction protocols and procedures and Independent Study protocols and procedures.
- Refreshments provided during Back to School Night

Describe Related Professional Learning:

Back to School Night will be the opportunity to teach parents about the importance of attendance

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

- Rewards and incentives to be provided with students who obtain 90% or higher attendance.
- Supplies and materials provided for parents for communication purposes and for staff for recording information.

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

EL Students: Communication will be provided in their home language.
 Foster/Group Home Students: Students with the highest attendance are our foster/group home students, which means that they will be acknowledged for the efforts every quarter.

Action # 6

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

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3169 - 3rd grade students reading at grade level | 1 | 2 | |

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

Detail the Action

Provide extra monies to maintain specialized equipment and the Sensory Room.

SMART Goals

By the end of 2017-18, the Sensory Room and specialized equipment will all be fully functional. 100% of students will have weekly access to all the equipment provided in the Sensory Room.

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

Details: Explain the data which will specially monitor progress toward each indicator target
 Any Sensory room or equipment issues will be properly assessed and addressed in a timely manner.

Owner(s):
 Principal and Office Manager

Timeline:
 2017-18 School Year

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

Students and families will be encouraged to use the Sensory Room once a week. (See Action #3)

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

- Materials and supplies needed for Sensory Room
- Labor needed to fix or replace broken parts in the Sensory Room or with Specialized Equipment

Describe Related Professional Learning:

-Staff will have a professional learning revisiting upkeep, best practices, and protocols involving the Sensory Room

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

Greater access to the 5 Domains specifically Sensory practice.

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|------------|--------------------------------|-------------------------|--------|---|-----------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 6 | 1 | Sup & Conc | Separate Classes: Special Educ | Direct-Maintenance (Dr) | | Maintenance of the Sensory Room and other Equipment | \$ 500.00 |
| | | | | | | Total | \$ 500.00 |

Action # 7

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

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3169 - 3rd grade students reading at grade level | 1 | 2 | |

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

Detail the Action

Increase opportunities for students to utilize technology and to create greater access to learning. Technology will be used to support student learning through the district's guaranteed viable curriculum, Unique.

SMART Goals

By the end of 2017-18, students will increase from 0% to 5% in their post assessments offered through Unique, due to the extra interaction provided them through technology.

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

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

- Weekly/Daily walkthroughs
- Curriculum maps will incorporate the use of technology
- Post Assessments from Unique

Owner(s):

Principal, Teachers, Office Manager

Timeline:

Throughout the 2017-18 school year

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

Provide for parents and families lists of websites used within the classroom for students. Communicate with parents in Communication journals technologies available to their child throughout the day.

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

- Each classroom will be equipped with a tablet for student centered instruction
- Signing Time Videos
- Switches
- Other Assistive Technology

Describe Related Professional Learning:

Work with Technology Services on creating training opportunities for staff members.

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

Technology allows for greater access and practice with the curriculum for all students. For example, Tablets/iPads will have programs/apps that will be able to track and read the text to students, which will provide extra language support.

-Light Box and Support Materials

-CD's Books on Tape

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|------------|-------------------------------|----------------------|--------|---|--------------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 7 | 1 | LCFF: EL | Instruction | Materials & Supplies | | Assistive Technology and materials as it pertains to grea | \$ 3,419.00 |
| 7 | 1 | Sup & Conc | Separate Classes: Special Edu | Materials & Supplies | | Assistive Technology and materials as it pertains to grea | \$ 7,038.00 |
| | | | | | | Total | \$ 10,457.00 |

Action # 8

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

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|-----------|
| 2080 - Students engaged in a goal 2 activity | 90.38 | 92 | Fun Works |

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

Detail the Action

Students will be exposed to extra-curricular activities throughout the year to support the goal of obtaining Community Readiness.

SMART Goals

By the end of 2017-18, at least 95 % of our students will have participated in field trip experiences and/or on-site events/experiences.

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

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

- Input data as needed to Goal 2 after experiences and events
- Check the SQI data reports monthly

Owner(s):

Principal and Teachers

Timeline:

Throughout the 2017-28 school year

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

Parents will be invited to participate as chaperones during off campus experiences and they will also be invited to participate in on-site events with their child.

Describe Related Professional Learning:

Early release days will provide time for planning for off campus events.

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

- Expenses associated with off campus activities
- Admission to field trips
- Costs associated with events on campus
- Snacks and materials needed to support student welfare off campus

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

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|---------------|--------------------------------|---------------------------------|-----------|---------------------------------|-----------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 8 | 2 | Title 1 Basic | Separate Classes: Special Educ | Prof/Consulting Svc & Operating | Fun Works | Field Trip/Activities Resources | \$ 300.00 |
| | | | | | | Total | \$ 300.00 |

Action # 9

Domain

1. Academic Performance

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

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3169 - 3rd grade students reading at grade level | 1 | 2 | |

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

Detail the Action

Each classroom will receive a set of classroom books to compliment the guaranteed viable curriculum, Unique.

SMART Goals

By the end of 2017-18, students will increase from 0% to 5% in their post assessments offered through Unique, due to the extra interaction provided them through thematic books that will compliment themes provided by Unique Learning.

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

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

- Observational walk-throughs on a weekly basis
- Post Assessment results delivered at the end of Unique Learning unit.

Owner(s):

Principal and Teachers

Timeline:

-Books purchased in September, will be implemented upon delivery throughout the school year

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

Parents will be informed through a parent newsletter, which topics or themes are addressed in the reading series, so that the same themes or topics can be talked about at home.

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

- Purchasing a Book series for every classroom.

Describe Related Professional Learning:

Teachers will use AC time to discuss implementation of book series. Professional Learning will be used to discuss strategies with working with the texts.

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

Provides more opportunities for exposure to literature, along with language and vocabulary development.

Action # 10

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

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3169 - 3rd grade students reading at grade level | 1 | 2 | |

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

Detail the Action

Provide relevant professional learning opportunities for all Addicott staff members and families of Addicott. This will provide stronger goal writing and better assistance from staff and parents in helping students reach their goals.

SMART Goals

By the end of 2017-18, students will have increased the percentage of goals met by 5%. Current data reflects 55% of students are meeting their IEP Goals. Through more specific training and professional learning, we want at least 60% of student goals being met.

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

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

- Parents will be included in specific training that will help positively impact the way they work with their child.

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

- Supplemental Contracts
- Contracts for costs for services (For Example CSEA: True Colors Presentation)
- Refreshments for the training
- Supplies/Materials needed for the training

Describe Related Professional Learning:

- Professional Learnings are provided every Thursday from 1:30 to 3:00 and they are specifically designed around the 5 Domains, best practices/strategies, team building, and curriculum.

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

Greater access to the 5 Domains which will lead towards more greater goal meeting performances for our EL students and Foster/Group home students.

| Addicott Budgeted Expenditures | | | | | | | |
|--------------------------------|--------|---------------|-------------------------------|---------------------------------|--------|--|-----------|
| Action | Domain | Fund | Activity | Expense | Vendor | Purpose of Expenditure | Budget |
| 10 | 1 | Sup & Conc | Separate Classes: Special Edu | Direct-Graphics (Dr) | | Graphics provided to support curriculum and parent inv | \$ 300.00 |
| 10 | 1 | Title 1 Basic | Separate Classes: Special Edu | Prof/Consulting Svc & Operating | | Professional Learning Resources | \$ 500.00 |
| Total | | | | | | | \$ 800.00 |

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0553 Addicott (Locked)

| Action | Domair | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|--------|---------------|-----------------------------------|--------------|-----------|-----|--|----------|
| 1 | 1 | Title 1 Basic | Separate Classes: Special Educati | Mat & Supp | | | Materials: Books, sensory items, manipulatives to support Unique curriculum and help students work on IEP Goals. | 1,664.00 |
| 1 | 1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent Participation by purchasing materials for parents to borrow from our curriculum kits, to reinforce skills and concepts being practiced in the classroom. | 50.00 |
| 2 | 2 | Sup & Conc | Separate Classes: Special Educati | Teacher-Subs | | | Substitute Support for teachers who are helping transition students to other sites. Also providing support under Action 4 for a teacher going to a MOVE training. | 929.00 |
| 3 | 2 | LCFF: EL | Instruction | Ins Aide-Ext | | | Supplemental Contracts for Paraprofessionals to help maintain and provide support to parents on Sensory Room Days after school. | 1,153.00 |
| 4 | 1 | Sup & Conc | Separate Classes: Special Educati | Teacher-Supp | | | Supplemental contract for teacher mentoring our MOVE program. | 1,185.00 |
| 4 | 1 | Sup & Conc | In-House Instructional Staff Deve | Travel | | | : Provide training for a teacher in MOVE curriculum. | 500.00 |
| 6 | 1 | Sup & Conc | Separate Classes: Special Educati | Direct-Maint | | | Maintenance of the Sensory Room and other Equipment vital to the learning and growth of our students. | 500.00 |
| 7 | 1 | Sup & Conc | Separate Classes: Special Educati | Mat & Supp | | | Assistive Technology and materials as it pertains to greater student access to guaranteed viable curriculum. Materials are also needed in this line from actions 2, 3, 5, and 6. | 7,038.00 |
| 7 | 1 | LCFF: EL | Instruction | Mat & Supp | | | Assistive Technology and materials as it pertains to greater student access to guaranteed viable curriculum. Materials are also needed in this line from actions 1 and 9. | 3,419.00 |
| 8 | 2 | Title 1 Basic | Separate Classes: Special Educati | Cons Svc/Oth | | | Fun Works : Field Trip/Activities Resources | 300.00 |
| 10 | 1 | Title 1 Basic | Separate Classes: Special Educati | Cons Svc/Oth | | | : Professional Learning Resources | 500.00 |
| 10 | 1 | Sup & Conc | Separate Classes: Special Educati | Direct-Graph | | | Graphics provided to support curriculum and parent involvement. | 300.00 |

\$17,538.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|--------------------|
| Title 1 Basic | 3010 | \$2,514.00 |
| Sup & Conc | 7090 | \$10,452.00 |
| LCFF: EL | 7091 | \$4,572.00 |
| Grand Total | | \$17,538.00 |

| Domain Totals | Budget Totals |
|-------------------------|--------------------|
| Academic | \$15,156.00 |
| SEL / Culture & Climate | \$2,382.00 |
| Grand Total | \$17,538.00 |