


Addicott Elementary

106216661166511

Principal's Name: Katrina Pleshe

Principal's Signature: 

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

Title I SWP

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

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

Consolidated Program Assurances


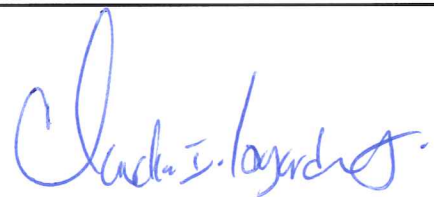
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Katrina Pleshe	X				
2. Chairperson - Claudia LaGarde				X	
3. Teacher- Bruce Chavez		X			
4. Paraprofessional- Monique Wilson			X		
5. Pamela Bean				X	
6. Sandra Gonzalez				X	
7. Yeraldin Bejines				X	
8. Gabriela Rodriguez				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date <u>3/22/18</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Katrina Pleshe		4/4/18
SSC Chairperson	Claudia LaGarde		4-4-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Addicott - 0553

ON-SITE ALLOCATION

3010	Title I	\$3,910 *
7090	LCFF Supplemental & Concentration	\$16,878
7091	LCFF for English Learners	\$6,858
TOTAL 2018/19 ON-SITE ALLOCATION		\$27,646

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$92
Remaining Title I funds are at the discretion of the School Site Council	\$3,818
Total Title I Allocation	\$3,910

Addicott School 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

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

Needs Assessment

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

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

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

Students do not participate in SBAC, data is collected on student IEP's and objectives and used to guide instructional decisions,

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

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

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

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

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

All parents present write a note asking that their children do not participate in testing. They do not see the value in their children participating in an assessment that will only emphasize what their children already cannot do. SSC/ELAC agreed to start using IEP goal data that the school collects every quarter to review progress that students are making.

2 ELAC:

All parents present write a note asking that their children do not participate in testing. They do not see the value in their children participating in an assessment that will only emphasize what their children already cannot do. SSC/ELAC agreed to start using IEP goal data that the school collects every quarter to review progress that students are making.

3 Staff:

Staff agreed to start using IEP goal data that the school collects every quarter to review progress that students are making.

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

Last year's goal was to increase functional Academic goals IEP goals, that are met. We increased FAgoals by 12%. Therefore, we will continue to focus on student IEP goals, to monitor our progress of funds supporting Addicott academic programs.

Action 1

Title: Unique Learning Materials and Supplies

Action Details:

Unique Learning materials and supplies 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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Pre and Post Assessments at the beginning and end of every Unique study unit.
- PR Data Sheet: Increase of Functional Academic goals met

Owner(s):

Principal and Teachers

Timeline:

Materials will be used throughout the year as needed to better support student access to the curriculum.

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

Materials and supplies will be shared throughout classrooms on a monthly basis. Materials and activities will be thematically aligned and each activity will support a specific standard and/or IEP goal. Students will have opportunities throughout Unique lessons to connect to the theme through all modalities of learning.

Specify enhanced services for EL 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.

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

- Extra materials will be purchased to emulate items that students are responding too , for parents to check-out through the student library. This will help reinforce the practice of skills and encourage better parent understanding of the curriculum throughout the school year.

Describe Professional Learning related to this action:

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

Action 2

Title: MOVE Training

Action Details:

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 2016-17. One to Two staff member will be allowed to attend an extra MOVE training to help facilitate the newest updates to the curriculum, for example, toileting needs.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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):

Principals, Teachers, and Paraprofessionals

Timeline:

Starting form the beginning of the year in 2018 to the end of the year in 2019.

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

-MOVE curriculum, Charts, and materials, that are 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 enhanced services for EL students:

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

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

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

Describe Professional Learning related to this action:

MOVE Training revisited by trained staff at the beginning of the year

-One to two staff member attend MOVE training for toileting and then provides a training for all of our staff.

Action 3

Title: Maintain specialized equipment and Sensory Room

Action Details:

Provide extra monies to maintain specialized equipment and the SensoryRoom.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Any Sensory room or equipment issues will be properly assessed and addressed in a timely manner.

Owner(s):

Principal and Office Manager

Timeline:

2018-19 School Year

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

Explain the 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)

Specify enhanced services for EL students:

Greater access to the 5 Domains specifically Sensory practice.

Describe Professional Learning related to this action:

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

Action 4

Title: Technology

Action Details:

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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

-Weekly/Daily walkthroughs

-Curriculum maps will incorporate the use of technology

-Active utilization of Unique curriculum

Owner(s):

Principal, Teachers, and Office Manager

Timeline:

2018-19 School Year

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

-Each classroom will be equipped with a laptop for student centered instruction and access to GVC.

-Switches

-Assistive Technology

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

Communicate with parents in Communication journals technologies available to their child throughout the day.

Specify enhanced services for EL students:

Technology allows for greater access to the curriculum and greater practice of functional academic skills and communication skills.

Describe Professional Learning related to this action:

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

Action 5

Title: Teacher Release Day for Planning

Action Details:

To help teachers get a better understanding of Unique and N2Y, teachers will meet as grade levels on-site, to plan out monthly lesson plans, field trips, and on-site experiences. They will develop lessons and plan out materials needed to meet the needs of all their students. If time available, teachers will also discuss IEP goals, progress on those goals, and data collection around goals. This time will also be used to visit other programs throughout the valley that use Unique in order to generate more ideas and build relationships with other programs.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Consistent active use of Unique, as recorded on Unique Admin site
- IPG ratings will be more than 80% mostly and yes.
- Greater percent of IEP Goals being met

Owner(s):

Principal and Teachers

Timeline:

2018-19 School Year

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

Substitute support for teachers to meet 3 times a year.

Specify enhanced services for EL students:

Greater access to curriculum, which will lead towards more goals being met for our EL students and our Foster/Group Home students.

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

During IEP Meetings, student progress will be shared with parents. Monthly Parent Newsletter will notify parents of curriculum themes for the month and other activities available to students throughout the month.

Describe Professional Learning related to this action:

Conversations started in a Teacher Workday will be carried over to AC meetings throughout the year.

Action 6

Title: Professional Learning Opportunitites

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Survey data after each professional learning
- PR Data Sheet; Looking for correlation of greater IEP goals met after training in a specific Domain.

Owner(s):

Principal and Teachers

Timeline:

2018-19 School Year

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

Specify enhanced services for EL students:

- Supplemental Contracts
- Contracts for costs for services and presentations
- Refreshments for the training
- Supplies/Materials needed for the training

Explain the 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.
- Materials such as notebooks, pens, markers, etc, that are needed for parents to participate in training.

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

Describe Professional Learning related to this action:

- Professional Learning 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.
- Utilizing direct graphics for posters and other needed materials for PL

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Unique Materials and Supplies **NO FOOD NO INCENTIVES**	318.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,663.00
G1A1	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,058.00
G1A2	Title 1 Basic	Separate Classes: Special Educati	Cons Svc/Oth			MOVE International : MOVE Training. Vendor Number 03360.	1,500.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for MOVE Training	585.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Supplemental Contract for MOVE Teacher	718.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Replacement and Purchase of new equipment for students.	2,000.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Direct-Maint			Maintain our specialized equipment.	900.00
G1A4	LCFF: EL	Separate Classes: Special Educati	Nc-Equipment			Technology to help facilitate communication opportunities	5,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers.	5,271.00
G1A6	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Professional Learning/Training	2,000.00
G1A6	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and Materials for Parent Involvement ** NO FOOD NO INCENTIVES**	92.00
G1A6	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			: Posters, charts, and other materials needed to carry out Professional Learning/Training.	500.00

\$21,605.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	72.727	79.727

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>We increased our on and off campus experiences by at least 20% which has allowed students to gain more experiences around textures, sounds, smells, and sometimes tastes. It has also helped to give the students more community experiences and practice what it is like participating in a community event/activity.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>The data listed above is not the same data we work with from Atlas. We have very little disproportionality, but when we do, it's due to the medical conditions, not from being excluded from the activity. When we have an on-site or off-site experience, all students are offered the opportunity.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>-Appreciate all the events/experiences we provide for our students.</p>	<p>2 ELAC:</p> <p>-Appreciate all the events/experiences we provide for our students.</p>	<p>3 Staff:</p> <p>-It's very difficult putting all of these experiences together, but it's something that is definitely needed to help our students become community ready.</p>
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Action 1

Title: Extra Support for Goal 2 Activities/Experiences

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Input data as needed to Goal 2 after experiences and events
- Use Atlas Engagement Summary Report

Owner(s):

Principal, Teachers, and Office Manager

Timeline:

2018-19 School Year

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

- Costs associated with events on and off campus
- Snacks and materials needed to support student welfare off campus
- Materials/Supplies needed for Student Garden
- Content about field trip and trip expenses

Specify enhanced services for EL students:

Helps to ensure access for EL and Foster students to on-site and off-site experiences.

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

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

Describe Professional Learning related to this action:

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Garden supplies needed for Student Garden	300.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Local Mileag			: Traveling expense for staff to field trip locations.	100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Recreation			: Costs associated with Field Trips and On-Site Experiences	700.00

\$1,100.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
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Needs Assessment

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

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

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

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	59.524	57.524
Suspensions Per 100	0	0

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Our students are medically fragile and therefore have many doctor appointments and often develop infections or other medical issues that keep them from attending school. Pre-K parents often suffer from separation anxiety and have a very hard time leaving their children at school all day, therefore, many request an adjusted schedule which results in fewer days attendance.</p> <p>Suspensions Per 100</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>Our students are medically fragile and therefore have many doctor appointments and often develop infections or other medical issues that keep them from attending school. Pre-K parents often suffer from separation anxiety and have a very hard time leaving their children at school all day, therefore, many request an adjusted schedule which results in fewer days attendance.</p> <p>Suspensions Per 100</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>-More incentives for 90% attendance or higher, there is nothing they can do when their child gets sick, but it would really be nice to receive some recognition for their child actually achieving 90% or better attendance for a month.</p>	<p>2 ELAC:</p> <p>-More incentives for 90% attendance or higher, there is nothing they can do when their child gets sick, but it would really be nice to receive some recognition for their child actually achieving 90% or better attendance for a month.</p>	<p>3 Staff:</p> <p>-Would like to be able to record students who are tardy and late and address that issue also. Currently, if a parent brings their child to school for one minute and then leaves, that child gets attendance for being at our site all day. Staff would also appreciate a CWA at least one day a week.</p>
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Attendance Awards for 90% attendance or higher per quarter. Students and parents were acknowledged at quarterly award's assemblies where both parents and students received certificates and they were also acknowledged in parent newsletters that go out monthly to all families. Supplies were also used to create posters in the front office identifying attendance award winners.

Action 1

Title: Successful Transition of Students

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

-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 2018-19 School Year

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

-Substitute coverage for paraprofessionals

-Translators for students and families

-Paper and other materials for information shared with parents

Specify enhanced services for EL students:

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

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

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

Describe Professional Learning related to this action:

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

Action 2

Title: Sensory Room open to Families of Addicott and LAIP

Action Details:

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. We will also be inviting parents from the LAIP to also participate in order to start building a relationship with families whose children might be attending Addicott in the future.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

-Take weekly attendance on how many students and parents use the Sensory Room on Tuesdays.

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

-Graphics will be used to promote Sensory room

Explain the 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.

Owner(s):

Principal and Paraprofessionals

Timeline:

From September 2018 to May 2019

Specify enhanced services for EL 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.

Describe Professional Learning related to this action:

-A trained paraprofessional will offer information on the Sensory Room as needed for parents who take advantage of this opportunity. A second paraprofessional will be available to watch over younger siblings of the student.

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

Action 3

Title: Good Attendance Incentives

Action Details:

Rewards and incentives provided for students who have 90% attendance or higher for every month.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

-Use Atlas monthly attendance to see which students are achieving 90% or better 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.

Owner(s):

Principal, Teachers, and Office Manager

Timeline:

August 2018 through June 2019

Specify enhanced services for EL 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 month..

-Supplies and materials needed to post pictures of students in office with 90% or better attendance.

Explain the 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

-Parents whose children have 90% or better attendance will receive an award every month and be invited to a morning coffee and pastries party

Describe Professional Learning related to this action:

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0553 Addicott (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers Transition	1,405.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Oth Cls-Sub			Substitute Support for Paras Transition	645.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Materials to Support Transitioning Students	200.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Ins Aide-Sub			Supplemental Contracts for Paras Sensory Room	1,291.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Sensory Room: Supplies and Snacks	300.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			Graphics needed to help advertise Sensory Room being made a available to families of Addicott and LAIP students.	100.00
G4A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Parent Materials to Celebrate Attendance	200.00
G4A3	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Attendance Awards and Support	800.00

\$4,941.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0553 Addicott (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Unique Materials and Supplies **NO FOOD NO INCENTIVES**	318.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,663.00
G1A1	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Unique Materials and Supplies	1,058.00
G1A2	Title 1 Basic	Separate Classes: Special Educati	Cons Svc/Oth			MOVE International : MOVE Training. Vendor Number 03360.	1,500.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for MOVE Training	585.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Supplemental Contract for MOVE Teacher	718.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Replacement and Purchase of new equipment for students.	2,000.00
G1A3	Sup & Conc	Separate Classes: Special Educati	Direct-Maint			Maintain our specialized equipment.	900.00
G1A4	LCFF: EL	Separate Classes: Special Educati	Nc-Equipment			Technology to help facilitate communication opportunities	5,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers.	5,271.00
G1A6	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Professional Learning/Training	2,000.00
G1A6	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and Materials for Parent Involvement ** NO FOOD NO INCENTIVES**	92.00
G1A6	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			: Posters, charts, and other materials needed to carry out Professional Learning/Training.	500.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Garden supplies needed for Student Garden	300.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Local Mileag			: Traveling expense for staff to field trip locations.	100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Recreation			: Costs associated with Field Trips and On-Site Experiences	700.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Substitute Support for Teachers Transition	1,405.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Oth Cls-Sub			Substitute Support for Paras Transition	645.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Materials to Support Transitioning Students	200.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Ins Aide-Sub			Supplemental Contracts for Paras Sensory Room	1,291.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Sensory Room: Supplies and Snacks	300.00
G4A2	Sup & Conc	Separate Classes: Special Educati	Direct-Graph			Graphics needed to help advertise Sensory Room being made a available to families of Addicott and LAIP students.	100.00
G4A3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Parent Materials to Celebrate Attendance	200.00
G4A3	LCFF: EL	Separate Classes: Special Educati	Mat & Supp			: Attendance Awards and Support	800.00

\$27,646.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,910.00
Sup & Conc	7090	\$16,878.00
LCFF: EL	7091	\$6,858.00
Grand Total		\$27,646.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$21,605.00
G2 - All students will engage in arts, activities, and athletics	\$1,100.00
G4 - All students will stay in school on target to graduate	\$4,941.00
Grand Total	\$27,646.00