


Addicott Elementary School

10621666116651

Principal's Name: Katrina Pleshe

Principal's Signature: 

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

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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.

A. School Quality Review Process

Action #	SQII Element #	Site Growth Target	SQII Element #
1	There is currently no curriculum based on grade level appropriate literature that includes exposure to the 5 senses and 5 Domains of learning.	Students will be exposed to grade level appropriate literature, while practicing using their 5 senses.	There is currently no curriculum based on grade level appropriate literature that includes exposure to the 5 senses and 5 Domains of learning.
2	This year we transitioned 26 students.	We are hoping for 60% parent satisfaction with transition plan.	This year we transitioned 26 students.
3	No data to capture to record parent events and attendance.	Create a data source to record parent events and parent attendance at events.	No data to capture to record parent events and attendance.
4	Currently 60% of students with mobility goals are passing their mobility goals.	75% of students with mobility goals will meet their mobility goal.	Currently 60% of students with mobility goals are passing their mobility goals.
5	53% of students are chronically absent more than 90% of the time.	Students who are absent more than 90% will decrease from 53% to 50	53% of students are chronically absent more than 90% of the time.
6	Addicott will be newly remodeled and we will want to have a school opening ceremony.	Addicott will have a successful Re-Opening Ceremony and will have everything completed by the time of the ceremony.	Addicott will be newly remodeled and we will want to have a school opening ceremony.
7	All students are NOT exposed to some form of technology throughout the day.	100% of students will have use of some form of technology every day.	All students are NOT exposed to some form of technology throughout the day.
8	2014-2015, 2 Field Trips and 2 Special Olympic Events, 2015-2016, 3 Field Trips, 7 Special Olympic Events	We would like to increase our Field Trips to 4 and attend at least 7 Special Olympic Events with at least 50% of our students participating.	2014-2015, 2 Field Trips and 2 Special Olympic Events, 2015-2016, 3 Field Trips, 7 Special Olympic Events

B. Action Plan

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
Action # 1	Detail the action: The school will implement and create “Curriculum Kits”, that will help support student learning within the 5 Domains. Each kit will contain a culminating task that students will complete at the end of the unit. Teachers will use the data collected from the assessments to discuss student results, to decide viability of the curriculum and lessons, and discuss how the results appropriately support student performance on IEP goals.		
SQII Element: There is currently no curriculum based on grade level appropriate literature that includes exposure to the 5 senses and 5 Domains of learning.	SQII Sub-element(s):	Site Growth Target: Students will be exposed to grade level appropriate literature, while practicing using their 5 senses.	Vendor (contracted services)
<input checked="" type="checkbox"/> aNew Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By the end of 2016-17, 80% of students will have had an opportunity to learn using the “Curriculum Kits” and grade level literature at least 8 times, second semester.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • Culminating tasks at the end of every curriculum unit • IEP Benchmarks, Progress Reports, and Goals • Exposure to the curriculum around the 5 Domains. 		Owner(s) Principal, teachers	Timeline <ul style="list-style-type: none"> • Kits will be created throughout the year. • Teachers will use at least 3 kits within a quarter.
Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will have access to “curriculum kits” that are not being used by staff. This will help reinforce the practice of skills within the kit, encourage more practice of the 5 Domains, and better parent understanding of the curriculum we use throughout our site.			
Describe related professional learning: Through AC time/Buyback, teachers will create, discuss, and plan the creation of the curriculum kits and use the data to effectively implement stronger performance results. The kits will allow for students to have opportunities to practice their IEP goals within their 5 Domains.			
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 rotated throughout classrooms within a quarter. 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 their 5 senses. The thematic units will be created around a book or a series of books.
- Teachers will need time and opportunity to create the “Curriculum Kits”. This time should be during Professional Learning time on Thursdays and possibly buyback.
- Materials will include books appropriate students grade level, to ensure exposure and equity to grade level appropriate materials. Other materials will be items used specifically for different sensory experiences through touch, sight, smell, taste, and hearing.
- Supplemental Contracts available for extra hours dedicated to creating the kits.

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Separate Classes: Special Education	Materials & Supplies					1,659
1	1	Sup & Conc	Separate Classes: Special Education	Materials & Supplies					2,741
								Total	\$4,400

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
Action # 2	<i>Detail the action:</i> 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.		
<i>SQII Element:</i> This year we transitioned 26 students.	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> We are hoping for 60% parent satisfaction with transition plan.	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context

Write a SMART Goal to address each data point: By the end of 2016-17, 80% of students will have a successful transition to and from Addicott, by 80% of parents filling out a climate survey after a month and 60% of parents indicating satisfaction with their child’s placement and support.

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • By the end of the 1st quarter- parent survey will be created and administered. • By 2nd quarter- start providing off site support to transition students. • By end of the 4th quarter- collect data and review results. 	<p><i>Owner(s)</i> Principal Teachers Office Manager</p>	<p><i>Timeline</i> Throughout the 2016-17 school year.</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I): Creation of a Parent Climate Survey and parent’s satisfaction will be a key element and consideration in the transition process.

Describe related professional learning: 2 professional learnings; One to create the survey and a second learning to review results and implement necessary changes for the following year.

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

- **Materials including information provided for parents and surveys**
- **Substitute coverage for teachers**
- **Translators for students and families**

Specify additional targeted actions for EL students: Provide translators for students who are transitioning.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Separate Classes: Special Education	Teacher-Substitute Salaries					1,497
2	1	Sup & Conc	Separate Classes: Special Education	Other Classified-Substitute					428
2	1	Title 1 Basic	Separate Classes: Special Education	Teacher-Substitute Salaries					1,486
								Total	\$3,411

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 3	<i>Detail the action: Provide an opportunity for students and parents to attend a positive activity called “Saturday School”. Saturday School would include 1 to 2 hours of make-it, take-it classes. Parents will have an opportunity to build a stronger relationship with teachers and school site, while working with their child on relevant curriculum and strategies used in the classroom that can be generalized in the home.</i>					
<i>SQII Element: No data to capture to record parent events and attendance.</i>		<i>SQII Sub-element(s):</i>		<i>Site Growth Target: Create a data source to record parent events and parent attendance at events.</i>		<i>Vendor (contracted services)</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: By the end of 2016-17, at least 10% of our parents will participate in a Saturday School activity.</i>		
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>			<i>Owner(s)</i>		<i>Timeline</i>	
<ul style="list-style-type: none"> • Provide 2 Saturday School experiences for each semester. • Have parents fill out survey after each Saturday School opportunity. • Make adjustments based on parent survey results. 			Principal Teachers		From September 2016 to May 2017	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>						
<ul style="list-style-type: none"> • Parents will be invited to participate with their child in a make-it, take-it • Parents will be providing data along with staff, to drive future decision making 						
<i>Describe related professional learning:</i>						
<ul style="list-style-type: none"> • Staff will need time to pull materials together and plan the instruction for the classes. 						
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>						
<ul style="list-style-type: none"> • Supplies, snacks, materials for parents and staff to run a make-it, take-it class. • Supplemental Contracts for staff members. • Babysitting for other siblings and family members. 						
<i>Specify additional targeted actions for EL students: Communication to parents will be provided in their home language.</i>						

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	EL	Instruction	Instr Aide-Extra Time Salaries					312
3	2	Title 1 Basic	Parent Participation	Materials & Supplies					70
								Total	\$382

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
Action # 4	Detail the action: All staff members (paraprofessionals and teachers) will be trained in MOVE curriculum and standards. Addicott will become a MOVE site by following MOVE protocols and curriculum consistently throughout the year. A staff member will also be allowed to attend an extra MOVE training to help facilitate the newest updates to the curriculum		
<i>SQII Element:</i> Currently 60% of students with mobility goals are passing their mobility goals.	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 75% of students with mobility goals will meet their mobility goal.	<i>Vendor (contracted services)</i> MOVE
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By the end of 2016-17, teachers will maintain the percent of opportunities students are in equipment each quarter by ensuring mobility practice every day, for every qualified student.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> Students who have a mobility IEP goal, will participate in the MOVE curriculum At Progress Report time, teachers will assess student’s mobility goals. 		<i>Owner(s)</i> Teachers Support Staff Paraprofessionals	<i>Timeline</i> Starting from the beginning of the year in 2016 to the end of the year in 2017.
Explain the Targeted Actions for Parent Involvement (required by Title I):			

Describe related professional learning:

- **2 day MOVE Training provided at the beginning of the year for all staff members.**

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

- **Charts, materials, MOVE curriculum, charts, needed to support student opportunities in equipment and curriculum.**
- **Substitute support for teacher training and opportunities.**
- **Supplemental Contract for MOVE Lead Teacher**

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Separate Classes: Special Education	Teacher-Supplemental Salaries					2,092
4	1	Sup & Conc	Separate Classes: Special Education	Instr Aide-Substitute Salaries					642
4	1	Sup & Conc	Separate Classes: Special Education	Non Capitalized Equipment					1,200
Total									\$3,934

Domain	<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
Action # 5	<i>Detail the action:</i> Rewards and incentives provided for students who have 90% attendance or higher for a quarter.		
<i>SQII Element:</i> 53% of students are chronically absent more than 90% of the time.	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> Students who are absent more than 90% will decrease from 53% 5o	<i>Vendor (contracted services)</i>

				43%, by the end of the school year.					
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context							
Write a SMART Goal to address each data point: By the end of 2016-17, Students who do not have an attendance rate of 90% or better will decrease from 53% to 43%, by the end of the school year.									
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> Every quarter have a specific experience or activity for students who have 90% or higher attendance. 				Owner(s) Principal Office Manager Lead Teachers		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): <ul style="list-style-type: none"> Parents will receive information about the importance of attendance. Parents will learn about Home Hospital protocols and procedures and Independent Study protocols and procedures. Refreshments provided during Back to School Night. 									
Describe related professional learning: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> 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 additional targeted actions for EL students: Communication to parents will be provided in their home language.									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Separate Classes: Special Education	Direct-Graphics (Dr)					300
								Total	\$300

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		
Action # 6		Detail the action: Provide extra monies for building needs after modernization, and properly organize for opening of new school.									
SQII Element: Addicott will be newly remodeled and we will want to have a school opening ceremony.			SQII Sub-element(s):			Site Growth Target: Addicott will have a successful Re-Opening Ceremony and will have everything completed by the time of the ceremony.			Vendor (contracted services)		
<input checked="" type="checkbox"/> New Action		<input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data		<input type="checkbox"/> Research-based		<input checked="" type="checkbox"/> Local Knowledge/Context			
Write a SMART Goal to address each data point: By August of 2016, Addicott will have a successful Re-Opening Ceremony and will be ready for instruction for students.											
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)						Owner(s)			Timeline		
<ul style="list-style-type: none"> Any building or construction issues will be properly assessed and addressed in a timely manner. 						Principal			2016-17 School year		
Explain the Targeted Actions for Parent Involvement (required by Title I): Students and families will be invited to the Re-Opening Ceremony											
Describe related professional learning:											
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):											
<ul style="list-style-type: none"> Materials and supplies for flyers and ceremony formalities Construction and labor needed for last minute construction needs. 											
Specify additional targeted actions for EL students: Translation will be provided for both students and families, during the ceremony and through communication flyers and newsletters.											
Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure		Budget	
6	3	Sup & Conc	Separate Classes: Special Education	Direct-Maintenance (Dr)						1,500	
6	3	EL	Instruction	Direct-Graphics (Dr)						500	
									Total	\$2,000	

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
Action # 7	Detail the action: Increase opportunities for students to interact with technology and programs associated with technology.		
<i>SQII Element:</i> All students are NOT exposed to some form of technology throughout the day.	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 100% of students will have use of some form of technology every day.	<i>Vendor (contracted services)</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 checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By the end of 2016-17, 100% of students will have had daily instruction and practice with the integration of technology.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> Observational walkthroughs on a weekly basis Lesson plans with evidence of integration of technology IEP curriculum matrix will include use of technology 		Principal Teachers	From the time the laptops arrive until the end of the year.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> Provide lists of websites used within the classroom for students. 			
<i>Describe related professional learning:</i>			
<ul style="list-style-type: none"> Work with Technology Services on creating training opportunities for staff members. 			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>			
<ul style="list-style-type: none"> Each classroom will be equipped with a laptop for the sole use of supporting student learning. Laptops will be able to connect with new projectors within the classroom to help students interact with curriculum provided through the laptop. Signing Time Videos Assistive Technology 			
<i>Specify additional targeted actions for EL students:</i> Laptops will have a programs/apps that will be able to track and read the text to students, which will provide extra language support for EL students. For example, Signing Time videos.			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	EL	Instruction	Materials & Supplies					2,998
Total									\$2,998

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 8	<i>Detail the action:</i> Students will be exposed to extra-curricular activities throughout the year to support the goal of obtaining Community Readiness.					
<i>SQII Element: 2014-2015, 2 Field Trips and 2 Special Olympic Events, 2015-2016, 3 Field Trips, 7 Special Olympic Events</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target: We would like to increase our Field Trips to 4 and attend at least 7 Special Olympic Events with at least 50% of our students participating.</i>			<i>Vendor (contracted services)</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> By the end of 2016-2017 school year, at least 50% of our students will have participated in at least 4 field trips and 7 Special Olympic events.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>			<i>Owner(s)</i> Principal Lead Teachers		<i>Timeline</i> 2016-2017 School Year	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parents will be invited to participate as chaperones during off campus experiences and their admission will be provided for through our site.						
<i>Describe related professional learning:</i> Early Release days will provide time for planning for off campus events.						
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>						
<ul style="list-style-type: none"> • Expenses associated with off campus activities. • Admission for parents • Snacks and materials needed to support student welfare off campus. 						

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Addicott - 0553

ON-SITE ALLOCATION

3010	Title I	\$3,215 *
7090	LCFF Supplemental & Concentration	\$10,400
7091	LCFF for English Learners	\$3,810
TOTAL 2016/17 ON-SITE ALLOCATION		\$17,425

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$70
Remaining Title I funds are at the discretion of the School Site Council	\$3,145
Total Title I Allocation	\$3,215

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 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				1,659.00
1	1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp				2,741.00
2	1	Title 1 Basic	Separate Classes: Special Educati	Teacher-Subs				1,486.00
2	1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs				1,497.00
2	1	Sup & Conc	Separate Classes: Special Educati	Oth Cls-Sub				428.00
3	2	Title 1 Basic	Parent Participation	Mat & Supp		:		70.00
3	3	EL	Instruction	Ins Aide-Ext				312.00
4	1	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp				2,092.00
4	1	Sup & Conc	Separate Classes: Special Educati	Ins Aide-Sub				642.00
4	1	Sup & Conc	Separate Classes: Special Educati	Nc-Equipment				1,200.00
5	2	Sup & Conc	Separate Classes: Special Educati	Direct-Graph		:		300.00
6	3	Sup & Conc	Separate Classes: Special Educati	Direct-Maint				1,500.00
6	3	EL	Instruction	Direct-Graph		:		500.00
7	1	EL	Instruction	Mat & Supp				2,998.00

\$17,425.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,215.00
Sup & Conc	7090	\$10,400.00
EL	7091	\$3,810.00
Grand Total		\$17,425.00

Domain Totals	Budget Totals
Academic	\$14,743.00
Culture & Climate	\$2,312.00
Social/Emotional	\$370.00
Grand Total	\$17,425.00

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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Katrina Pleshe	X				
2. Chairperson - Cindy Garcia				X	
3. Vice-Chair - Tam Bean				X	
4. Juana Jimenez				X	
5. Nichole Johnson				X	
6. Nora Gonzalez (Alternate)				X	
7. Diane Sanchez			X		
8. Teresa Monpere		X			
9. Secretary- Katie Finks		X			
10. Shaun Albert		X			
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Addicott			
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 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Katrina Pleshe	<i>Katrina Pleshe</i>	3/31/16
SSC Chairperson	Cindy Garcia	<i>Cindy Garcia</i>	3-31-16

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