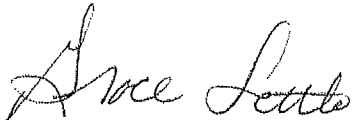


Fulton Special Education

10621666112619

Principal's Name: Grace Settle

Principal's Signature: 

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
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


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 - Grace Settle	X				
2. Chairperson -					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
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	Grace Settle		4/7/17
SSC Chairperson			

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

Fulton - 0188

ON-SITE ALLOCATION

3010	Title I	\$1,065 *
7090	LCFF Supplemental & Concentration	\$4,157
7091	LCFF for English Learners	\$1,143
TOTAL 2017/18 ON-SITE ALLOCATION		\$6,365

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$25
Remaining Title I funds are at the discretion of the School Site Council	\$1,040
Total Title I Allocation	\$1,065

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"/>	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"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	1/7	0.00% ⁴	0.54%	0.63%	50.00%	•LCAP Dashboard - 8OtherPupilOutcomes

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).	4/7	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)	1/6*	0.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement

Number and percentage of current English

<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	1/7	7.69%	0.00%	0.00%	16.67%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	1/1	45.53%	52.51%	68.00%	68.63%	•LCAP Dashboard - 5PupilEngagement •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)	1/7	N/A ¹⁰	N/A ¹⁰	0.00%	78.57%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/7	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	1/7	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/7	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

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 : 04/07/2017

Last Edit: -

Save

Fulton 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
48 - Attendance rate	70	90	Fun Works

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Social Emotional learning promotes students' school and community success and contributes toward a safe and respectful school climate.

SMART Goals

By the end of 2017-2018, students will demonstrate social/emotional progress by having an average daily attendance of 90% or better, 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

- Office manager will call home to speak to parents/guardians that have a child absent that she did not received a telephone call regarding student's absent
- If student is absent more than one week without a return response from parent/guardian, then a home visit will be completed by two staff members, preferable including the therapist, interpreter will be provided if necessary.
- Every quarter have a specific experience or activity for students who have 90% or higher attendance.

Owner(s):

Principal
Office Manager
Teachers

Timeline:

Starting from the beginning of the school year to the end of the school year

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

Parents/guardians will receive information about the importance of attendance.

Dinner will be 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.

All parents/guardians will be invited School Site Council Meetings with refreshments served.

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

Rewards and incentives to be provided to students who obtain 90% or higher attendance

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

Communication will be provided to parents/guardians in their home language.

Fulton Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	2	Title 1 Basic	Parent Participation	Materials & Supplies				Action 1 - Title I Parent Involvement - Minimum Required	\$ 25.00
1	2	Sup & Conc	Parent Participation	Materials & Supplies				Action 1 - Parent Involvement	\$ 600.00
1	2	LCFF: EL	Parent Participation	Direct-Graphics (Dr)				Action 1 - Graphics	\$ 200.00
1	2	LCFF: EL	Instruction	Materials & Supplies				Action 1 - Student Incentives	\$ 300.00
Total									\$ 1,125.00

Action # 2

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

School Quality Review

SQI Element	Current %	Target %	Vendor
7137 - Secondary students growth mindset survey results for questions 10-13	10	40	Other - Please specify within action
7136 - Self-Management construct of the secondary survey results for questions 19-26	10	40	Other - Please specify within action

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

Detail the Action

Fulton School is an education program that is safe, therapeutic and academically proficient, whose aim is to provide an environment which allows for each student to develop coping and social skills that leads to reintegration and successful transition to a comprehensive campus to promote maximum success. Students will demonstrate social/emotional progress by learning to ride city transportation four times throughout the school year.

SMART Goals

By the end of the 2017-2018 school year, students will demonstrate social/emotional progress by being prepared to transition back to a comprehensive high school.

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

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

- By the end of the 1st quarter - parent survey will be created and administered.
- By 2nd quarter start setting up appointments and developing a Transition Plan for students to attend 2nd semester at a comprehensive school.
- By 4th quarter set up appointments and develop a Transition Plan for students to attend a comprehensive school for next school year.

Owner(s):

- Principal
- Therapist
- Teachers
- Office Manager

Timeline:

Throughout the 2017-2018 school year.

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

Parent participation in IEP transition process, accompany parents and student to visit transition comprehensive school. Create a transition plan with parent input in their home language.

Describe Related Professional Learning:

- Staff will meet to review data and create a Parent Climate Survey and parent satisfaction as a key element in the consideration of the transition process.
- Profession learning will include research to develop a Transition Plan to give to the comprehensive school with improved behaviors, resources, interventions and academic needs.

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

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

Materials including information provided for parents and surveys.

Translators for students and families.

Refreshments for parents and professional learning.,

Minimum of 4 local field trips to overcome anxiety about riding city transportation, large crowds and community involvement, which will require expenses associated with off campus activities. Snacks and materials needed to support student safety and welfare off campus.

Fulton Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	2	Title 1 Basic	Separate Classes: Special Education	Books & Other Reference				Action 2 - Reading Materials - Choices Scholastic Magazine	\$ 212.00
								Total	\$ 212.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	0	10	Other - Please specify within action

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

Detail the Action

Our site is proactive to create positive relationships to develop among staff, peers and community in a non-judgmental and bully free environment. It's flexible with appropriate opportunities for social emotional improvement. The goal is to have every student become a productive and stable citizen in society.

SMART Goals

By the end of the 2017-2018 school year, at least 90% of our students will participate in at least 4 field trips.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s): Principal Therapist Teachers Office Manager	Timeline: 2017 - 2018 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 their admissions will be provided for through our site.

Describe Related Professional Learning:

Staff will develop details for field trips during professional learning.

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

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

Fulton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Separate Classes: Special Education	Materials & Supplies				Action 3 - Initiatives to provide Goal 2 activities	\$	1,950.00
Total									\$	1,950.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	36	70	Other - Please specify within action

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

Detail the Action

At our site it was determined through data assessment 64% of the students are below reading level. Through implementation of a reading intervention program, Read Naturally, the goal will be to increase 70% of the student population to grade level reading. Reading Naturally Encore is a powerful reading fluency intervention that accelerates reading achievement by using the research-based Read Naturally Strategy using printed materials and audio CDs. Students become confident readers by developing fluency, phonics skills, comprehension, and vocabulary while reading nonfiction reading passages with questions. This time-tested intervention program engages students with interesting nonfiction stories and yields powerful results. It has motivational informational text for struggling reader and it also provides Spanish translation. Students are able to work independently with this audio CD program most of the time, along with utilizing the three researched based reading strategies for struggling readers - teacher modeling, repeated reading, and progress monitoring.

SMART Goals

By the end of 2017-2018 school year 70% of the students will be performing at grade level or above in reading measured by assessment data on monthly basis.

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

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

Staff will utilize the reading program's assessment, along with monthly individual scores using DIBELS. The number of books and number of minutes of reading of individual students will be progress monitored for accelerated student performance.

Owner(s):

Principal
Office Manager
Teachers/SE Parra's

Timeline:

From the beginning to the end of school year 2017-2018

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

Describe Related Professional Learning:

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

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

Fulton Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Separate Classes: Special Education	Books & Other Reference				Action 4 - On Line Supplemental Reading Intervention Program	\$ 1,350.00
4	1	Title 1 Basic	Separate Classes: Special Education	Materials & Supplies				Action 4 - Headphones, timers, batteries, graphing pencils	\$ 168.00
4	1	Title 1 Basic	Separate Classes: Special Education	Non Capitalized Equipment				Action 4 - Technology - 3HP Laptops	\$ 660.00
Total									\$ 2,178.00

Action # 5

Domain



1. Academic Performance



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

School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	75	100	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Fulton Secondary will ensure academic progress of students with intensive monitoring of grades, individualized support, and interventions to support students falling behind. The teachers will check grades and progress weekly and coordinated support with the Social Emotional Parra's. Instruction will specifically target each students' academic gaps. Teachers will be given additional training to support the academic progress of English Learners.

SMART Goals

By the end of semester 1 and semester 2 for the school year 2017-2018, the school wide GPA will be a minimum of 2.5, with each students earning an average of 30 credits per semester.

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

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

Grades will be monitored weekly, interim data on progress towards the semester 1 and semester 2 goal will be obtained from the quarter 1 and quarter 3 report card. Final outcome data will be generated from the semester 1 and semester 2 grades.

Owner(s):

Principal

Teachers

SE Parras

Therapist

Timeline:

Weekly monitoring

End of quarterly grades and semester grades

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

Progress reports and quarter/semester grades will be mailed to parents/guardians. Parents/guardians will be contacted by teachers/therapist when there are academic concerns. Parent will be expected to participate in school events, including Back to School Night and IEP meetings.

Describe Related Professional Learning:

Professional development will include lead teacher training reviewing, reviewing Go Math, Springboard and Edgenuity. Professional development will also include training for best practices for working with EL students.

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

Springboard and Go Math curriculum, Compass Learning/Edgenuity program, classroom materials/supplies and supplemental curriculum. Rewards and incentives to be provided to students who are progressing academically utilizing a tier level system.

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

Perform CELDT assessment and obtain data. Provide reading intervention program for EL student support.

Fulton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Sup & Conc	Separate Classes: Special Education	Direct Transportation (Dr)				Action 5 - Study Trip	\$	257.00
5	1	LCFF: EL	Instruction	Materials & Supplies				Action 5 - Supplemental - Student Incentives	\$	643.00
								Total	\$	900.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0188 Fulton (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	2	Title 1 Basic	Parent Participation	Mat & Supp			: Action 1 - Title I Parent Involvement - Minimum Required	25.00
1	2	Sup & Conc	Parent Participation	Mat & Supp			: Action 1 - Parent Involvement	600.00
1	2	LCFF: EL	Instruction	Mat & Supp			: Action 1 - Student Incentives	300.00
1	2	LCFF: EL	Parent Participation	Direct-Graph			: Action 1 - Graphics	200.00
2	2	Title 1 Basic	Separate Classes: Special Educati	Bks & Ref			: Action 2 - Reading Materials - Choices Scholastic Magazine	212.00
3	2	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Action 3 - Initiatives to provide Goal 2 activities	1,950.00
4	1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			: Action 4 - Headphones, timers, batteries, graphing pencils	168.00
4	1	Title 1 Basic	Separate Classes: Special Educati	Nc-Equipment			: Action 4 - Technology - 3HP Laptops	660.00
4	1	Sup & Conc	Separate Classes: Special Educati	Bks & Ref			: Action 4 - On Line Supplemental Reading Intervention Program	1,350.00
5	1	Sup & Conc	Separate Classes: Special Educati	Direct Trans			: Action 5 - Study Trip	257.00
5	1	LCFF: EL	Instruction	Mat & Supp			: Action 5 - Supplemental - Student Incentives	643.00

\$6,365.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,065.00
Sup & Conc	7090	\$4,157.00
LCFF: EL	7091	\$1,143.00
Grand Total		\$6,365.00

Domain Totals	Budget Totals
Academic	\$3,078.00
SEL / Culture & Climate	\$3,287.00
Grand Total	\$6,365.00