King Elementary

10621666088546

Principal's Name: Jesus Perez

Principal's Signature:

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

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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.

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

King Elementary   Title I School

Consolidated Program Assurances

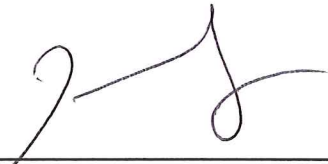| |
|---|
| The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually. |
| The SSC, and all advisory committees, are formed in accordance 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. |

King Elementary   Title I School

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jesus Perez	X				
2. Chairperson - J Presentacion Sanchez		X			
3. Brittany Young			X		
4. Valerie Fiala		X			
5. Mona Tatum		X			
6. Geneve Gray				X	
7. Xang Kue				X	
8. Tamia Levy				X	
9. Emilliana Antonio				X	
10. Hortencia Antonio				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

King Elementary　　　　　　　　　　　　　　Title I School

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	Jesus Perez	*(signature)*	3/9/17
SSC Chairperson	J Presentacion Sanchez	*(signature)*	3/10/17

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

King Elementary　　　　　　　　　　　　　　　Title I School

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

King - 0260

ON-SITE ALLOCATION

3010	Title I	$48,870	*
7090	LCFF Supplemental & Concentration	$174,376	
7091	LCFF for English Learners	$68,199	

TOTAL 2017/18 ON-SITE ALLOCATION   **$291,445**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$918
Remaining Title I funds are at the discretion of the School Site Council	$47,952
Total Title I Allocation	$48,870

February 9, 2017

2017 - 2018 SPSA Needs Assessment

SCHOOL : [King ▼] [Select]

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
☑	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	59/68	N/A[3]	13.23%	17.24%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	67/68	N/A[3]	9.57%	11.32%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	56/66	N/A[3]	8.05%	16.30%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	56/68	0.00%[4]	45.65%	61.79%	40.84%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	60/63	N/A[6]	13.75%	13.68%	0.00%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	54/63	N/A[6]	35.00%	37.89%	12.50%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	66/67	N/A[7]	N/A[7]	11.02%	21.65%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	63/67	N/A[8]	N/A[8]	13.39%	17.26%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

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
☑	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	36/68	7.14%	21.59%	16.07%	10.94%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	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)	37/68*	16.67%	24.06%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	53/68	44.23%	43.96%	47.34%	46.20%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	53/68	94.95%	94.37%	94.28%	94.39%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☑	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	59/69	16.12%	17.05%	22.12%	16.02%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	62/68	N/A[10]	N/A[10]	53.66%	46.75%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	9.77%	0.00%	0.00%	0.69%	•LCAP Dashboard - 6SchoolClimate

✔	[843](#)	**District Dashboard (Goal 4):** Out of school suspension instances per 100	56/68	9.56%	9.39%	12.77%	17.38%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	[528](#)	**District Dashboard (Goal 4):** Expulsions per 100	54/68	0.00%	0.16%	0.15%	0.00%	•LCAP Dashboard - 6SchoolClimate
☐	[2080](#)	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	26/67	23.06%	47.38%	63.93%	40.81%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	[7132](#)	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	62/68	N/A[13]	N/A[13]	66.17%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	[7133](#)	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	36/69	N/A[13]	N/A[13]	64.76%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	[7134](#)	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	13/68	N/A[13]	N/A[13]	63.53%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	[7135](#)	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	45/68	N/A[13]	N/A[13]	69.70%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE

10. Ties to official ATLAS reporting starting in '15-16 School Year

11. District level indicator - requiring CDE data submission

12. Project launched in '15-16 School Year

13. Tracking started in '15-16 School Year (Baseline Year)

14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: jesus.perez - 03/06/2017

Save

King Elementary 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
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	17.24	25	Imagine Learning
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	17.24	25	Other - Please specify within action

⦿ New-Action	◯ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Focus 1: We will Build a Professional Learning Community

- Utilize Learning by Doing for whole staff Professional Learning and during Instructional Leadership Team Meetings.
- Provide time for grade level teams and horizontal teams to plan before each quarter using the following guidelines:

  1. Utilize the Scope & Sequence and the "The Common Core Companion" to deconstruct Essential Standards in Reading, Speaking & Listening, Writing, and ELD Standards.

  2. Utilize the SBAC Released Items and Illuminate to determine how the essential standards will be assessed.

  3. Teams will adopt/develop rubrics, criteria for success, and exemplars for the essential standards.

  4. Develop SMART Goals

  5. Teams will develop 5-7 day teaching cycles using resources/best practices from Wonders, Leading With Learning, and site identified strategies. Example:

      Day 1: Building the Background: Introduction of the big idea, essential questions, key vocabulary (West Ed 7 Step Process), introduce rubrics, introduce criteria for success, deconstruct the exemplar using the criteria for success.

      Day 2: Reading the Text: First read - Independent read. Second Read - Teacher Read-aloud/recording with students following along. Third read - Partner read and text annotation using strategic partnering (High with Middle, and Middle with Low).

      Day 3: Text Dependent Questions/Note-taking: Teacher will provide surface level and deeper dive Text Dependent Questions. Students work independently reading the text. After each

paragraph, the students use Cornell Notes (Grades 4-6) or other note-taking resources (Grades 1-3) to capture key ideas and details. Student then use their notes to summarize the text.

      Day 4: Exploring the Genre: Utilize West Ed strategies to explore the language (select passages) of the text (language analysis, text construction, genre study, etc...). Joint construction of writing to the essential question. Teacher models using criteria for success and the exemplar during joint construction.

      Day 5: Independent Writing: Students utilize all of the resources from Days 1-4 to independently write to the essential question. Writing should be hand-written, then word-processed.

      Day 6: Finalize the Independent writing - Peer editing and revising.

- Common Formative Assessments can be either, Wonder Weekly assessments, Illuminate, or student artifacts (Cornell notes/ summarizing, Independent writing - utilizing the rubrics and criteria for success for calibration and to build teacher capacity). Grade level and horizontal teams will analyze student data/ artifacts and respond to the questions: Are we calibrated on our expectations for the essential standards? What do we do if students did not get it? and what do we do if students did get it? weekly. They will utilize the designated grade level Response to Intervention (RTI) time to intervene or accelerate learning. RTI Times will be as follow:

      * Grades 1&2: 8:30-9:30

      * Grades 3&4: 12:40-1:30

      * Grades 5&6: 1:30-2:20

- AC Team meeting times will be structured as follows:

      * Grades 1-3 will all meet together on Tuesdays with the Principal, Vice Principal, and TSA-Intervention/ Coach

      * Grades 4-6 will all meet together on Wednesdays with the Principal

      * Kindergarten will meet on Wednesdays with the Vice Principal and TSA-Intervention/ Coach

- AC Team Feedback will be provided to teams weekly utilizing the "Learning by Doing" Critical Issues for Team Consideration "Pages 130-131"

Budget Expenditures:

- Teacher Supplemental Contracts: $13,026
- Technology Repairs: $5,000
- Tablets/ Headphones/ Document Cameras/ Laptop Batteries/ Laptop Chargers: $14,363 + 21458 + 11439
- Materials and Supplies: $4,000
- Graphics: $2,000
- Goalbook: $5,000
- Moby Max: $1,295
- REA Evaluation Fee: $300

SMART Goals

By the end of the 2017-18 school year, King 25% of students will meet or exceed grade level standards on ELA, as compared to 17.24% in 2015-16.

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

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

1. Principal, Vice Principal and TSA Intervention/ Coach will meet every Monday from 3:30-4:30 to identify next steps in building effective teams.
2. SBAC 2016-17 Target: 20%
3. Interim Assessment 1 Target: 22%
4. Interim Assessment 2 Target: 25%
5. Weekly Monitoring using Common Formative Assessments

Assessments:

DRP (2-6), BPST (1-3), BAS (K-1), CFA's (K-6), IPG (K-6)

Owner(s):

Grades 4-6: Jesus Perez, Principal

Grade 1-3: Kristin Shamlin, Vice Principal & TSA Intervention/ Coach

Kindergarten: Kristin Shamlin, Vice Principal

Assessments: Teachers

Timeline:

- August: Team planning for quarter 1
- Cycle of Improvement after every 5-7 day teaching cycle.
- Week of Oct. 2: Team planing for quarter 2
- Week of Dec.18: Team planing for quarter 3
- Week of March 12: Team planing for quarter 4
- Data analysis after each major assessment period including KAIG, CELDT, and Interim.

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

- SSC/ ELAC - Data Analysis
- Parent University
- Parent Teacher Conferences
- Report Cards
- Academic Awards Assemblies

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

- Technology
- Materials and Supplies

Describe Related Professional Learning:

Utilize "Learning by Doing" for Professional Learning

Develop a PL Calendar where ELA & Math PL will happen weekly, aligned to AC work.

The IPG will be utilized to provide trend data to teams weekly.

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

All data applies to economically disadvantaged, EL and Foster students.

King Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teachers	$ 13,026.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tech.: i.e. tablets, doc. cameras, mount projectors, etc.	$ 21,458.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Starfall	$ 300.00
1	1	LCFF: EL	Instruction	Books & Other Reference				Imagine Learning	$ 7,560.00
1	1	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee	$ 400.00
1	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintenance/Technology Repairs	$ 5,000.00
1	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	$ 2,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/supplies to support classroom instruction. NO FOOD, NO INCENTIVES	$ 3,082.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Goal Book	Goal Book	$ 5,000.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology purchases: i.e. headphones, etc.	$ 14,363.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Reading A-Z, Headsprout	$ 3,800.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Moby Max	$ 1,295.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement. NO FOOD, NO INCENTIVES	$ 918.00
								Total	$ 78,202.00

Action # 2

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	17.24	25	Other - Please specify within action
3169 - 3rd grade students reading at grade level	21.6	30	California Teaching Fellows Foundation

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Focus 2: We Will Ensure Good First Teaching in Every Classroom, Every Day

- An instructional Block Schedule will be created to ensure sufficient time is allocated at each grade level for ELA Comprehension, ELA Response to Intervention and Math. Grades 1-3 will have an additional instructional block for Foundational Skills differentiated instruction.

- During Reading Comprehension clock, 5-7 day cycles of Instruction, refer below to Teaching Best Practices in blue.

Day 1: Building the Background: Introduction of the big idea, essential questions, key vocabulary (West Ed 7 Step Process), introduce rubrics, introduce rubrics, introduce criteria for success, deconstruct the exemplar using the criteria for success.

Teaching Best Practices for Day 1: Teacher direct instruction with checking for understanding/ student processing time (TAPPPLE, Numbered Heads, Pair Shares, writing to summarize) at least every 7-10 minutes.

Day 2: Reading the Text: First read - Independent read. Second Read - Teacher Read-aloud/ recording with students following along. Third read - Partner read and text annotation using strategic partnering (High with Middle, and Middle with Low).

Teaching Best Practices for Day 2: During independent Reading, students should be allowed to productively struggle. Tier 3 students should be called to the back table with the teacher for support. During the teacher read-aloud, students should be required to track the reading with their fingers so they can hear the text read fluently. During the partner read/ text annotation, copies of the text should be provided to students. Students should be strategically paired (High-medium, middle-low). Students should work as independently as possible, with support from partner as needed. The teacher should pull Tier 3 students to the back for additional scaffolding through small group support.

Day 3: Text Dependent Questions/ Note-taking: Students work independently reading the text. After each paragraph, the students use Cornell Notes (Grades 4-6) or other note-taking resources (Grades 1-3) to capture key ideas and details. Student then summarize the text.

Teaching Best Practices for Day 3: Students should be allowed to work independently on note-taking/ summarizing first. Teacher should call Tier 3 students to the back for small group support. The teacher should periodically either circulate to provide feedback or call table groups to the back for a quick review/ feedback. Feedback should be focused on the criteria for success for note-taking.

Day 4: Exploring the Genre: Utilize West Ed strategies to explore the language (select passages) of the text (language analysis, text construction, genre study, etc...). Joint construction of writing to the essential question. Teacher models using criteria for success and the exemplar during writing.

Teaching Best Practices for Day 4: West Ed processes with checking for understanding/ student processing time (TAPPPLE, Numbered Heads, Pair Shares, writing to summarize) at least every 7-10 minutes. Joint Construction should happen every every cycle.

Day 5: Independent Writing: Students utilize all of the resources from Days 1-4 to independently write to the essential question. Writing should be hand-written, then word-processed.

Teaching Best Practices for Day 5: Teacher either circulates or calls table groups to come to the back for on the spot feedback based on criteria for success. Students encouraged to reference the exemplar.

Day 6: Finalize the Independent writing - Peer editing and revising.

Teaching Best Practices for Day 6: Teacher either circulates or calls table groups to come to the back for on the spot feedback based on criteria for success. Students encouraged to reference the exemplar.

- During Foundational Skills Instruction, teaching best practices will include:

  1. All students will be assessed using the BPST at the beginning of the year.

  2. During the Response to Intervention (RTI) Block, students will be grouped by skills gaps and provided small group targeted instruction. Challenge students will focus on acceleration with grade level standards as defined by common assessments.

       * Grades 1&2: 8:30-9:30
       * Grades 3&4: 12:40-1:30
       * Grades 5&6: 1:30-2:20

  3. Progress monitoring will take place every Friday, with 5-7 students assessed by the teacher. This will allow all students to be progress monitored monthly.

  4. Groups will be fluid and adjusted according to progress monitoring.

  5. The RSP teacher will work with the most intense Tier 3 students.

  6. Teaching Fellows will pull-out and push-in to support additional student groups.

  7. All teachers in grades 1-3 will be trained in Orton Gillingham foundational skills strategies (summer). Teachers may use Wonders or Orton Gillingham strategies during foundational skills instruction.

  8. Teaching Fellows will be trained in Orton Gillingham strategies by the TSA Intervention Coach.

Budget Expenditures:

- Reading A-Z: $3,800
- Ca. Teaching Fellows Foundation: $87,735
- Starfall: $300

- Materials and Supplies: $10,000
- Cullinan: $8,505

SMART Goals

1. By June 2018, 25% of students will meet or exceed the grade level standards on the SBAC Assessment.

2. By March 15, 2018, 30% of students in grades K-3 will be on-target to Reading by 3rd Grade as measured by the SQII Indicator 3169

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):	Timeline:
Ongoing progress monitoring "Every Friday"	Reading Comprehension:	Effective Day 1 and ongoing all year.
30 minutes at the beginning of every AC will be dedicated to adjusting fluid groups according to progress monitoring.	Jesus Perez, Principal	
	Kristin Shamlin, Vice Principal	
The Principal, Vice Prinicpal, and TSA Intervention/ Coach will site side by side with grades 1-3 during AC Meetings to support the process.	Foundational Skills:	
The Principal, Vice Principal and TSA Intervention/ Coach will meet every Monday at 3:30 to deterrmne next steps in RTI/ Foundational Skills instruction.	Vince Wiggins, TSA Interrvention/ Coach	

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:

King Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher Substitutes for Language Team	$ 1,976.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies	$ 5,000.00
2	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	8 Teaching Fellows	$ 87,735.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Cullinan	Cullinan	$ 8,505.00
								Total	$ 103,216.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	16.72	9	On-Site Counseling/FPU
843 - Out of school suspension rate	16.72	9	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Focus 3: We will Create a Safe and Orderly Learning Environment

- The Socio-emotional Team (Principal, Vice Principal, Restorative Practices Coach, and Hand in Hand Mentor Director) will meet every Monday at 3:00. The team will review student behavior data, identify students that are at-risk, and ensure supports are in place for Tier 2 & 3 students.
- The School Culture Team will meet twice a month. The Team will identify what is working, what is not working and next steps. Additionally the team will implement Restorative Practices professional learning.

Tier 1 Student Supports

- ***School-wide Structures***

  1. Tiger Cash/ Store

  2. Line Standards

  3. School Rules (Be Safe, Be Responsible, Be Respectful)

  4. Hallway, Bathroom, Office Passes

  5. Tiered Levels of Intervention

  6. Guidelines for Success

  7. Goal 2 Opportunities

  8. Restorative Practices "4 questions"

  9. Fun-Works

- ***Classroom Tier 1 Structures (Required in every classroom)***
    1. Classroom meetings in all classrooms by 8:30
    2. CHAMPS/ Class Management Plan in every classroom
    3. Meaningful Jobs

Tier 2 Student Supports

- ***School-wide Supports***
    1. My Brother's Keeper "Attendance Support"
    2. Goal 2 Activities
- ***Classroom Supports***
    1. Meaningful Job Assignments
    2. Designated Cool-down spot (in-class and/or out of class)
    3. Behavior Plans
- ***Individual Supports***
    1. Hand in Hand Mentors
    2. Student Success Team
    3. Onsite Counseling
    4. Restorative Practices Coach Support
    5. Care & Connect Center "Mentor assigned to the Center"
    6. Alternative Lunch Art Club

Tier 3 Student Supports

- ICET Referral
- Higher Level Behavior Plan
- Restorative Practices Coach Support
- Identification as "DREAM" Students

Community Connections:

- School Sie Council
- ELAC
- Home School Liaison, Hmong: 3 Hours
- Home School Liaison, Spanish: 3 Hours
- School Carnival
- Career Day
- Mother-Son Dance
- Father-Daughter Dance
- Hmong New Year Celebration
- Hmong Coffee Hour

- Spanish Coffee Hour
- African American History Celebration
- HIspanic Heritage Celebration

Budget Expenditures:

- Care & Connect Center/ Mentor: $25,000
- Funworks: $2,500
- Onsite Counseling: $21,888
- Babysitting for Parent Meetings: $2,893
- Food & Materials for Parent Meetings: $6,000
- Home School Liaison, Spanish: $10,768
- Home School Liaison, Hmong: $14,527
- Translation Supplemental Pay: $3012

SMART Goals

The Out of School Suspension Rate will decrease from 16.72% in on March 15, 2017 to 9% in March 15, 2018.

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):	Timeline:
1. Weekly Socio-emotional Team Meetings	1. Vice Principal	1. Weekly
2. Bi-monthly School Culture Team Meeting	2. School Culture Team, Vice Principal	2. Twice per month
3. Implementation of Classroom Structures	3. Principal, Vice Prinicpal	3. Daily - Classroom Observations

Explain the Targeted Actions for Parent Involvement (required by Title I):	Describe Related Professional Learning:
- Restorative Practices - Hand in Hand Mentors - Onsite Counseling	A PL Calendar will be created where Restorative Practices PL will take place monthly.

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:
- Daily Classroom Meetings - Tier 2 & 3 Supports	Suspension Data: SQII #6109

King Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translation for Parent Involvement	$ 3,012.00
3	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Babysitting for parent meetings, other classified	$ 2,893.00
3	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	On-Site Counseling Services	$ 21,888.00
3	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Fun Works	Fun Works	$ 2,500.00
3	2	Sup & Conc	Attendance & Social Work Services	Sub-agreements for Services			Hand to Hand Mentoring Program	Funding Source for an extra Mentor/Care & Connect Personnel	$ 25,000.00
								Total	$ 55,293.00

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	17.24	25	Imagine Learning

⦿ New-Action	◯ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Focus 4: We will establish Re-designation targets and monitor student English language Acquisition.

- We will establish a language team focused on supporting the advancement of one language acquisition level per year for English Learner students. The team will consist of an administrator, the TSA Intervention/ Coach, one volunteer primary teacher and one volunteer intermediate teacher. The team will meet for a full day per quarter and an additional 2 hours with teams from other Leading With Learning Sites monthly. The team will be tasked with identifying a focus for each quarter, receiving training and then building capacity with site teachers. The strategies will support Day 4 of the 5-7 week teaching cycle.
- At the beginning of the year, re-designation goals will be established school-wide, by grade-levels, and for individual students. Students identified as "Long term" or "ready to be re-designated" will be included for target setting.
- Imagine Learning will be utilized to target EL students extended learning opportunities.
- ELD best practices will be included in the 5-7 day cycles of instruction.
- Student ownership/ engagement will be a focus of classroom observations.

Include Data dessagrageted by significant subgroups including EL students - when analyzing site created CFA's.

Budget Expenditures:

- Subs for Language Team: $1,976
- Imagine Learning: $7,560
- ELPAC Assessors: $2,000

SMART Goals

SMART Redesignation targets will be set at the beginning of the year by grade level teams and by individual teachers using the Redesignation Goal Setting Forms.

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):	Timeline:
1. EL Progress Monitoring	1. Teachers, Language Team	1. Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):	Describe Related Professional Learning:

Parents will be informed of EL student status and supports through ELAC and Parent University Meetings.

California Framework

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:

EL Differentiated Instructional Strategies

Re-designation Data, FUSD EL Goal Setting Forms

King Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.4375			$ 16,946.00
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessment Services	$ 2,000.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies to support English Language Development.	$ 7,581.00
4	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology to support English Language Learners	$ 11,439.00
4	2	LCFF: EL	Parent Participation	Materials & Supplies				Food for parent meetings/involvements	$ 6,000.00
								Total	$ 43,966.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	15.97	9	
48 - Attendance rate	94.39	96	

○ New-Action   ⊙ On-going   **Reasoning:**   ☐ Strong Evidence   ☐ Moderate Evidence   ☐ Promising Evidence

Detail the Action

Focus 5: Chronic Absenteeism

To reduce the percentage of students identified as "chronically absent", King will implement My Brother's Keepers Mentoring Program.

- The team will consist of the Principal, the Child Welfare Attendance Specialist, 2 Home School Liaisons (Hmong & Spanish, 4 Hand in Hand Mentors, and one Noontime Assistant.
- The team will meet every Monday at 8:30 for an "Attendance Huddle". Data on chronic absenteeism will be shared, Mentors will get a chance to report out on assigned students/ families, and the team will problem solve solutions to attendance problems.
- Identified students will check in every morning and chart their attendance. Water and snacks will be given out daily.
- Prior to the start of the school year, chronically absent students from 16-17 will be identified and assigned to mentors. The mentors will make contact with and build relationships with students and families.
- Mentors will check attendance for their assigned students daily through charting and make home contact when students are absent.
- Each Month, the CWAS and the Principal will review attendance data, identify new students who require support, and adjust MBK resources and supports.
- An attendance campaign will be implemented with all K-2 students. Communications will go our monthly regarding the importance of attendance.
- Student/ family incentives will be created for students whose attendance improves.
- Weekly perfect attendance incentives will be provided for identifie students (certificates for parents and Tiger Cash for students)

SMART Goals

By Junes 2018, the chronic absentee rate at King will decrease from 15.97% on March 15, 2017 to 9%. on March 15, 2018.

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

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

1. Data-based, Weekly Attendance Huddles

2. Daily Attendance

3. Monthly MBK Adjustments

Owner(s):

1. Principal

2. Mentors

3. CWAS

Timeline:

1. Every Monday at 8:30

2. Daily

3. The beginning of each month

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

Mentors will develop positive relationships with parents of chronically absent students. Contact will be made when student are not at school.

Describe Related Professional Learning:

MBK Training by the District Attendance Office.

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

* Incentives for daily attendance and quarterly.

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

SQII Data

Daily student attendance charting

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			$ 10,768.00
								Total	$ 10,768.00

King Budgeted Expenditures

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	11.32	20	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	15	20	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Focus 6: Math

Working with the Math Department, King AC Teams will plan for math instruction using the following guidelines:

- Use the Common Core Companion to deconstruct the Essential Standards
  - Focus
  - Cohesion
  - Rigor: Procedural Fluency, Conceptual Understanding, Application
- Idenitfy how these standards are tested on the District CFA and SBAC Assessments
- Develop Common Formative Assessments
- Backwards map quarterly instruction
- Align GoMath Resources

All King Teachers will implement the 5 "E's" Instructional Model that provides the foundation of an instructional design that ensures students experience the rigor of Common Core and utilizes the math practices. The model ensures a balance of concepts, fluency, problem solving, and application which allows students to make meaning of math every day.

1. Engage: Activate and assess prior knowledge by connecting to the new to the known.

   - Lessons open with active learning through an essential question and a short, engaging activity or interactive video.

1. Explore: Students explore real-world problems from the Teachers Edition, so concept development is never overlooked.

   - Grades K-2: Student listen and draw
   - Grades 3-6: Students unlock the problem and investigate in hands-on lesson.
   - Multiple strategies help students make sense of the math and build flexible thinking.

1. Explain: When students explain their thinking, they engage deeply in the math and build deep understanding.

- Students explain their thinking with share and show.
- On your own builds fluency and understanding
- Multiple models help build confidence and fluency
- Math boards give students a tool to represent their thinking with pictures and words, and gives teachers the perfect tool for ongoing formative assessment.

1. Elaborate: Students elaborate on their reasoning, solidify their understanding, and provide valuable information to the teacher.

- Go Deeper encourages students to extend their thinking and use higher order thinking skills.
- Think Smarter requires students to draw or explain how they solved the problem.
- Problems are multi-leveled and mirror Smarter Balanced Items
- A problem-solving graphic organizer on the whiteboard helps students organize information and determine what is relevant.

1. Evaluate: Personalized practice and reinforcement for every student.

- Students return to the essential question to evaluate their understanding
- The Teacher edition includes a math journal prompt, providing additional opportunities for formative assessment.
- The personal math trainer, is adaptive and develops a personal learning tool for every student
- Homework/ standards practice book provides practice and spiral review.
- Questions are formatted to prepare students for the Smarter balanced assessment in math.

AC Teams will analyze student artifacts/ CFA's to answer the questions, "What do we do if students are not learning? and What do we do if students already learned it?". They will also identify best practices and teaching moves that are most successful to build capacity with all teachers. Wednesday and Thursday RTI time will focus on differentiated support for students based on common assessment.

A 20 minute math fluency block will be added to the King Block schedule. The Principal will work with the math coaches to develop fluency binders for every grade level. These binders will align to the skills and rigor of the regular math instruction.

SMART Goals

By June 2018, the percentage of students scoring at or above grade level on the SBAC Math Assessment will increase from 11.32% to 20%.

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):	Timeline:
1. DIstrict CFA	1. Principal	1. Two times per year
2. Grade Level Common Formative Assessments	2. Teachers	2. Weekly.

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

Inform parents of site/ grade level math progress through the SSC and ELAC.

Describe Related Professional Learning:

Utilize "Learning by Doing" for Professional Learning

Develop a PL Calendar where ELA & Math PL will happen weekly, aligned to AC work.

The IPG will be utilized to provide trend data to teams weekly.

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

Direct Instruction.

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

District CFA

Differentiated support.

SBAC

Grade Level Common Formative Assessments

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0260 King Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers	13,026.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials/supplies to support classroom instruction. NO FOOD, NO INCENTIVES	3,082.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology purchases: i.e. headphones, etc.	14,363.00
1	1	Title 1 Basic	Instruction	Direct-Maint			Maintenance/Technology Repairs	5,000.00
1	1	Title 1 Basic	Instruction	Direct-Graph			Graphics	2,000.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement. NO FOOD, NO INCENTIVES	918.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Reading A-Z, Headsprout	3,800.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Moby Max	1,295.00
1	1	Sup & Conc	Instruction	Bks & Ref			Starfall	300.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Tech.: i.e. tablets, doc. cameras, mount projectors, etc.	21,458.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Goal Book : Goal Book	5,000.00
1	1	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee	400.00
1	1	LCFF: EL	Instruction	Bks & Ref			Imagine Learning	7,560.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Language Team	1,976.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Cullinan : Cullinan	8,505.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	5,000.00
2	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 8 Teaching Fellows	87,735.00
3	2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	2,500.00
3	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling Services	21,888.00
3	2	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand to Hand Mentoring Program : Funding Source for an extra Mentor/Care & Connect Personnel	25,000.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation for Parent Involvement	3,012.00
3	2	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings, other classified	2,893.00
4	1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support English Language Development.	7,581.00
4	1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support English Language Learners	11,439.00
4	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessment Services	2,000.00
4	2	LCFF: EL	Parent Participation	Mat & Supp			: Food for parent meetings/involvements	6,000.00
4	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438		16,946.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		10,768.00

$291,445.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$48,870.00
Sup & Conc	7090	$174,376.00
LCFF: EL	7091	$68,199.00
Grand Total		$291,445.00

Domain Totals	Budget Totals
Academic	$219,384.00
SEL / Culture & Climate	$72,061.00
Grand Total	$291,445.00

04/19/2017