


King Elementary School

10621666088546

Principal's Name: Jesus Perez

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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	67/67	61.77 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	67/67	64.18 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	64/66	6.82 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	61/67	86.77 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	60/67	13.23 %
<input type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	60/67	9.57 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	60/67	90.43 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	49/66	9.42 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	47/66	42.66 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	37/65	50 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	54/68	48.48 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	51/68	29.7 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	43/67	46.67 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	41/68	26.19 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	38/68	38.89 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	60/68	12.31 %

<input type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	58/68	11.34 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	54/68	93.32 %
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	53/67	7.41 %
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	48/68	4.92 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	47/68	17.05 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	53/67	36.4 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	38/67	47.38 %
<input type="checkbox"/>	Elementary	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	9/15	%

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

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
<p>Action # 1</p>	<p><i>Detail the action: Continue Building Effective AC Teams: In order to improve learning conditions for our students, our AC Teams will need to dramatically shift the focus of our work from simply “What do we want students to learn?” to:</i></p> <ul style="list-style-type: none"> • How will we know if they learned it? • How will we respond when they don’t learn (intervention)? • How will we respond when they already learned it (acceleration)? <p>Actions to Build Effective AC Teams: (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> 1. Make Building Effective Teams a site focus for the year. Vision 2. Utilize the Instructional Leadership Team to build Lead Teacher capacity to create true Accountable Learning Communities. Vision, Capacity Building, Motivation <ul style="list-style-type: none"> • Common planning by grade level teams to ensure a guaranteed and viable curriculum aligned to the Scope & Sequence/ State Standards. • Dual focus: ELA/ELD & Math (Action Plan). • Common Assessments developed by the AC Teams • Data-driven decision making (common assessment data, student artifact data). • Interventions/ acceleration plans developed by AC Teams, based on the data, to address gaps and extend the learning. • Utilize the Tenants of the Theory of Change (Logistics and Operations, Curriculum & Instruction, Professional Learning, Supervision & Evaluation) to guide teams to make “High Impact” decisions during AC Time. 3. Spilt fund 3 enrichment teachers (Art, PE, Music) with Regional Focus Schools Kirk, Columbia and Addams to create an Edison Region Focus Schools AC meeting structure. This will allow Principals to meet with each AC Team every 2 weeks to guide the work of Building effective Teams using “<u>Learning by Doing</u>” processes. Capacity 4. Provide Staff Development in the area of Effective PLC’s utilizing “<u>Learning by Doing</u>. Vision, Capacity Building, Motivation 5. Provide time for AC’s to develop common planning & common assessments. Resources, Action Plan 6. Utilize district resources to build capacity with using Illuminate to create common assessments and for data analysis. Resources 		

<p>7. Principal has provided teams with SMART Goal Forms to guide the AC Common Assessment work. Teams will modify and adjust the forms to make them work for their teams. Resources</p> <p>8. The Principal has volunteered and will continue working with the Superintendent’s Equity and Access Pilot Group to build capacity on how to utilize data to impact student achievement. Capacity Building</p>			
<p><i>SQII Element: SBAC-ELA/ Math Indicators: 5997, 5998</i></p>		<p><i>SQII Sub-element(s): Standard Met/ Exceeded</i></p>	
<p><i>Site Growth Target: 4%</i></p>		<p><i>Vendor (contracted services) N/A</i></p>	
<p><i>New Action X On-going</i></p>		<p><i>Reasoning: Data X Research-based Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: Students in grades 3-6 will demonstrate growth on reading comprehension, as measured by the SBAC Assessment, from 14% Meets or Exceeds Standards in 2015 to 18% Meets or Exceeds Standards in 2017.</i></p>			
<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"> • DRP • District Interim Assessment • Common Assessments (Reading, Writing, Mathematics): Weekly, bi-weekly, monthly progress monitoring. 		<p><i>Owner(s) Principal Lead Teachers</i></p> <p><i>Timeline Dates/Content for ILT Meetings and PL’s will be added unto the PLMS</i></p> <p><i>Progress Monitoring immediately after each assessment.</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><i>N/A</i></p>			
<p><i>Describe related professional learning:</i></p> <p>A Professional Learning Calendar will be created on the PLMS System. Focus areas will include:</p> <ol style="list-style-type: none"> 1. Building Effective AC Teams utilizing “Learning by Doing” 2. ELA/ ELD Framework through West Ed Training 3. Mathematics utilizing the District Math Coaches 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> N/A</p> <p><i>Specify additional targeted actions for EL students:</i> N/A</p>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating				Goal book	3,000
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.5250		Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	52,249
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.5250		PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	52,249
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teachers	11,423
Total									\$118,921

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	<p><i>Detail the action: Culture of Learning with High Expectations: We will guarantee good first teaching in every classroom as defined by:</i></p> <ul style="list-style-type: none"> • Every lesson will have all the elements of Foundations for Classroom Instruction. Objective, Instruction Aligned to objective, Assessment, Closure. • All lesson will focus on high quality text. • All lessons will employ questions and tasks, both oral and written, which integrate the standards and build students’ comprehension of the text(s) and its meaning. • During all lessons, students will be responsible for the thinking; they will persist with challenging text; engage in productive struggle, provide text evidence; share their thinking; elaborate on their thinking, and talk and ask questions about each other’s thinking. <p>Actions to develop High Expectations in every Classroom: (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> 1. Make “Culture of Learning with High Expectations” a site focus for the year. Vision 2. Provide time for AC’s to develop common planning. Resources, Action Plan 		

	<ol style="list-style-type: none"> 3. <i>Implementation of ELA/ ELD Framework strategies and processes learned through West Ed Training “RIRA, Teaching Learning Cycles (language frames, student discourse structures, language analysis, Tier 2 vocabulary development process, joint construction, summarizing, text construction-deconstruction, etc...), Designated and Integrated ELD”. Capacity Building, Motivation, Resources</i> 4. <i>A CELDT Camp will be provided at the beginning of the year and CELDT Assessors will administer the CELDT Assessment. Resources, Action Plan</i> 5. <i>Continue our Edison Regional focus on writing to align expectations as a region, agree upon common assessments, utilize common rubrics, and assess writing by sites/ region. Building Capacity, Resources</i> 6. <i>Lessons turned in at the beginning of the week to administration will reflect a Culture of High Expectations. Action Plan</i> 7. <i>Frequent classroom observations and feedback by peers, coaches, and administrators. Capacity Building</i> 8. <i>Utilize supplemental blended learning and technology resources to support High Expectations in every classroom (Moby Max, Reading A-Z, software, Headsprout, Starfall, Goal Kit, Student Tablets/ Laptops, Key-boarding Resources, Word Processing, Go Math Personal Trainer, Printer Resources, etc... Resources</i> 9. <i>Provide supplemental materials and supplies to support classroom instruction (chart paper, white boards and markers, journals, etc...). Resources</i> 10. <i>Utilize Imagine Learning as an after school blended learning ELD tool for EL Students in levels 1-3. Resources</i> 11. <i>Utilize Math Coaches to support AC Training/ Planning on math shifts. Capacity Building</i> 			
<p><i>SQII Element: SBAC-ELA/ Math Indicators: 5997, 5998</i></p>	<p><i>SQII Sub-element(s):Standard Met/ Exceeded</i></p>	<p><i>Site Growth Target:4%</i></p>	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> • <i>Reading A-Z</i> • <i>Headsprout</i> • <i>Imagine Learning</i> • <i>Moby Max</i> • <i>Goal Kit</i> 	
<p><i>New Action X On-going</i></p>	<p><i>Reasoning: X Data X Research-based Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point: Students in grades 3-6 will demonstrate growth on reading comprehension, as measured by the SBAC Assessment, from 14% Meets or Exceeds Standards in 2015 to 18% Meets or Exceeds Standards in 2017.</i></p>				
<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"> • <i>DRP</i> • <i>District Interim Assessment</i> 	<p><i>Owner(s) Teachers</i></p>	<p><i>Timeline Dates/Content for ILT Meetings and PL’s will be added unto the PLMS</i></p>		

<ul style="list-style-type: none"> Common Assessments (Reading, Writing, Mathematics) Weekly, bi-weekly, monthly progress monitoring. 		<p>Progress Monitoring immediately after each assessment.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> N/A</p>		
<p><i>Describe related professional learning:</i></p> <p>A Professional Learning Calendar will be created on the PLMS System. Focus areas will include:</p> <ol style="list-style-type: none"> Building Effective AC Teams utilizing “Learning by Doing” ELA/ ELD Framework through West Ed Training Mathematics utilizing the District Math Coaches 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <i>Reading A-Z Headsprout: Blended Learning Tool to support differentiated Reading Comprehension instruction at each students’ academic level.</i> <i>Moby Max: Blended Learning Tool to support differentiated Reading Comprehension instruction at each students’ academic level.</i> <i>Imagine Learning: After school blended learning ELD tool for EL Students in levels 1-3</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <i>Imagine Learning</i> <i>Designated ELD Time</i> 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Books & Other Reference				Reading A-Z, Headsprout	5,273
2	1	Sup & Conc	Instruction	Books & Other Reference				Moby Max	700
2	1	EL	Instruction	Books & Other Reference			Other*	Imagine Learning	9,410
2	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	1,501

2	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Tech repairs	1,323
2	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentives/no Certificates	4,000
								Total	\$22,207

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 # 3	<p><i>Detail the action: Students Reading by Third Grade: We will guarantee all students are reading by third grade.</i></p> <ul style="list-style-type: none"> • During Foundational Skills Instruction, target skills will be developed in service of comprehension with opportunities for students to practice reading and writing newly acquired foundational reading skills. • When students are working to overcome reading difficulties, lessons will focus on student needs through frequent progress monitoring. • Instruction and materials will address skills by attending to phonological awareness, concepts about print, letter recognition, phonetic patterns, word structure, vocabulary and/ fluency. Not all elements will be addressed in each lesson. <p>Actions to ensure all students are reading by third grade. (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> 1. Make “Students Reading by Third Grade” a site focus for the year. Vision 2. Align ELD/ELA Frameworks Foundational Skills training with Orton Gillingham strategies and processes to fine tune Foundational Skills Instruction. Capacity Building, Motivation, Resources, Action Plan 3. Provide time for AC’s to develop common planning on Foundational skills instruction. Resources, Action Plan 4. Grade 1-3 will implement a Response to Intervention block focused on foundational skills instruction and informed by frequent monitoring using the BPST and other assessments. Resources, Action Plan 5. A Push-in Model will be utilized to support Foundational Skills differentiated instruction with three Teaching Fellow. Resources 6. Blended Learning programs will be utilized to support differentiated instruction on foundations skills including Starfall, Headsprout, and Moby Max. Resources 		

<p>7. Generate an Independent Service Contract with the Ca. Teaching fellows Foundation for 7 Teaching Fellows. Three Teaching Fellows will support K-3 RTI, 2 will support Imagine Learning, and 2 will be used for targeted interventions after school based on assessment data. Resources</p> <p>8. Utilize the site TSA-Intervention to monitor and support K-3 foundational skills instruction and to build capacity with teachers and Teaching Fellows in best practices. Capacity Building, Resources</p>			
<p>SQII Element: Reading by Third Grade Indicator: 6062</p>	<p>SQII Sub-element(s): Grade Level Proficiency</p>	<p>Site Growth Target: Grade K: KAIG Grade 1: BAS Grade 2-3: DRP</p>	<p>Vendor (contracted services) Teaching Fellows Foundation</p>
<p>New Action X On-going</p>	<p>Reasoning: X Data X Research-based Local Knowledge/Context</p>	<p>Write a SMART Goal to address each data point:</p> <p>By June 2017, the number and percentage of K-3rd grade students not on grade level who are one grade level below will decrease from 47/66 or 42.66% to 10%.</p>	
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <p>Kinder: KAIG progress Monitoring (monthly) Grade 1: BPST, BAS (monthly) Grade 2: BPST (monthly), BAS (monthly), DRP, Interim Assessment Grade 3: BPST (monthly), BAS (monthly), DRP, Interim Assessment</p>		<p>Owner(s) Vince Wiggins, TSA-Intervention Teachers</p>	<p>Timeline Progress Monitoring Ongoing. Minimally 1 time per month.</p>
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p>			
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> • RTI Training: Cullinan, • Foundational Skills Training: West Ed 			
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> • Teaching Fellows • Blended Learning Programs (Starfall, Headsprout, Moby Max) 			

Specify additional targeted actions for EL students:

- Imagine Learning Intervention

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Books & Other Reference				Starfall	300
3	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating				Cullinan	6,000
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA evaluation fee for Onsite Counseling Program	400
3	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessor Charges by REA	2,000
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Headphones and technology purchases	3,000
3	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	57,015
Total									\$68,715

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 # 4	<p>Detail the action: Decrease the rate of suspensions.</p> <ul style="list-style-type: none"> Deepen the implementation of Safe and Civil Schools Structures Implement Restorative Practice practices Provide services/ supports to at-risk students (Tiers 2 & 3) <p>Actions to decrease the suspension rate. (Aligned to Ambrose Model of Change)</p>		

<ol style="list-style-type: none"> 1. Make decreasing the suspension rate a school-wide a school-wide focus for the year. Vision 2. Build the Capacity of the School Culture Team to lead required changes to make King a Safe & Civil School. Building Capacity 3. Continue with school-wide structures that are currently working well (Guidelines for Success, Line Standards, Goal 2 (athletics, clubs, service teams, etc...)) Resources, Action Plan 4. Re-visit/ re-design school-wide structures that are not currently working well (School Rules, Tiered Levels of Misbehavior, Positive Behavior Support Systems (Tiger Cash, Assemblies), Second Step, Classroom Meetings, Restorative Practice Practices, CHAMPS, etc... Action Plan 5. Develop an action plan for implementation of old and new school-wide structures. Action Plan 6. Provide Training to build teacher capacity to work with at-risk students and motivation for school-wide expectations. Building Capacity, Motivation 7. Generate an Independent Service Contract with Onsite Counseling to support Tier 2 & 3 Students. Resources 8. Generate an Independent Service Contract with Fun Works as a Positive Behavior Support Incentive for students. Motivation 			
<i>SQII Element: Suspension Indicator: 6109</i>	<i>SQII Sub-element(s):Suspension Rate</i>	<i>Site Growth Target</i>	<i>Vendor (contracted services)</i> <ul style="list-style-type: none"> • Onsite Counseling • Fun Works
<i>New Action X On-going</i>	<i>Reasoning: X Data</i>	<i>Research-based</i>	<i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i> <i>By June 2017, percentage of students who have been suspended and/ or expelled will decrease from 4.92% to 3%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Monthly Suspension Rate Check by Safe & Civil Schools Team</p>		<p><i>Owner(s)</i> Kristen Shamlin, Vice-Principal</p>	<p><i>Timeline</i> Ongoing all year.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):N/A</i></p>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Safe & Civil School Training</i> • <i>Restorative Practice Training</i> 			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Fun Works: Positive Behavior Support Incentive
 Onsite Counseling: 1-1 Counseling for Students

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/	On-site Counselors	20,000
4	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			FPU Other*	Fun Works	4,000
4	2	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	12,324
								Total	\$36,324

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 # 5	<p><i>Detail the action: Increase the percentage of parents who respond “Agree or Strongly Agree” to the question, “I am satisfied with my child’s school” on the school climate parent survey.</i></p> <p>Actions to increase parent satisfaction with the school. (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> 1. Make increasing parent satisfaction a focus for the year. Vision 2. Calendar all parent events and ensure dates are communicated to parents in a variety of methods. Action Plan 3. Principal, Vice Principal, and teachers will be highly visible during school arrival and school departure. Action Plan 4. All staff will provide a welcoming school environment by greeting parents and treating them with dignity and respect. Action Plan 		

<ol style="list-style-type: none"> 5. Fund two 3-hour Home School Liaisons, one Hmong and one Spanish, to support school-parent communication for non-English speaking parents. Motivation, Resources 6. Include SSC and ELAC Parents in our Site Instructional Leadership Team and School Culture Meetings. 7. Conduct monthly Principal Coffee Hours. Motivation, Resources 8. Continue sending weekly School Messenger Communications to keep parents informed. Building Capacity 9. Utilize varied communication methods to maintain parents informed about school functions and activities (letters, marquee, School Messenger Communication (weekly), website, parent meetings, etc...). Resources 10. Cultural Celebrations: Hmong New Year, African American History Celebration, Hispanic Heritage Celebration. Motivation 11. Provide Family-Movie Nights monthly. Motivation 12. Spring Jog-a-thon Motivation 13. Pennies for Patients 14. Provide a father daughter and a mother son dance. Motivation 15. Provide Teacher-led Make-it-Take it workshops for Kinder and first grade parents focused on Foundational Skills/ Mathematics. Building Capacity 16. Work with Parent University to ensure Modules are implemented. Building Capacity 17. Babysitting will be provided for parent meetings. Resources 18. Provide snacks, water, and materials and supplies for parent meetings. Resources 					
<i>SQII Element: School Climate</i>		<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<i>New Action</i>	<i>X</i>	<i>On-going</i>	<i>Reasoning:</i>	<i>X</i>	<i>Data</i>
				<i>Research-based</i>	<i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point: The percentage of parents responding “agree” or “strongly agree” to the question, “I am satisfied with my child’s school will increase from 83.1 in 2015 to 88% in 2017.</i></p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p><i>School Climate Survey – Parents (yearly)</i></p>				<p><i>Owner(s)</i> <i>Jesus Perez</i></p>	<p><i>Timeline</i> <i>Ongoing</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Home School Liaisons</i> • <i>Parent meetings</i> 					
<p><i>Describe related professional learning: Parent University</i></p>					

<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): N/A</i>									
<i>Specify additional targeted actions for EL students: N/A</i>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.3750		Home School Liaison	14,094
5	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		Home School Liaison	9,922
5	3	Sup & Conc	Parent Participation	Materials & Supplies				Food for Parent Meetings	4,673
5	3	EL	Parent Participation	Other Classified-Supplemental				Babysitting for parent meetings	3,568
Total									\$32,257

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

King - 0260

ON-SITE ALLOCATION

3010	Title I	\$49,614 *
7090	LCFF Supplemental & Concentration	\$146,895
7091	LCFF for English Learners	\$81,915
TOTAL 2016/17 ON-SITE ALLOCATION		\$278,424

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,079
Remaining Title I funds are at the discretion of the School Site Council	\$48,535
Total Title I Allocation	\$49,614

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 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	11,423.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			: Goal book	3,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.525	Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	52,249.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.525	PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	52,249.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Reading A-Z, Headsprout	5,273.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	4,000.00
2	1	Title 1 Basic	Instruction	Direct-Maint			: Tech repairs	1,323.00
2	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics	1,501.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Moby Max	700.00
2	1	EL	Instruction	Bks & Ref			Other* : Imagine Learning	9,410.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			: Headphones and technology purchases	3,000.00
3	1	Title 1 Basic	Instruction	Cons Svc/Oth			: Cullinan	6,000.00
3	1	Sup & Conc	Instruction	Bks & Ref			: Starfall	300.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA evaluation fee for Onsite Counseling Program	400.00
3	1	EL	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	57,015.00
3	1	EL	Instruction	Direct-Other			: CELDT Assessor Charges by REA	2,000.00
4	2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	12,324.00
4	2	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Fun Works	4,000.00
4	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU Home School Liaison	20,000.00
5	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.375		14,094.00
5	3	Sup & Conc	Parent Participation	Mat & Supp			: Food for Parent Meetings	4,673.00
5	3	EL	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	3,568.00
5	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	Home School Liaison	9,922.00

\$278,424.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,614.00
Sup & Conc	7090	\$146,895.00
EL	7091	\$81,915.00
Grand Total		\$278,424.00

Domain Totals	Budget Totals
Academic	\$209,443.00
Culture & Climate	\$32,257.00
Social/Emotional	\$36,724.00
Grand Total	\$278,424.00

E.1. Assurances

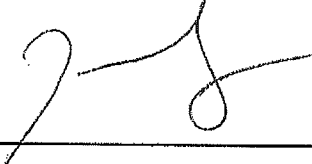

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Jesus Perez	X				
2. Chairperson - J. Presentacion Sanchez		X			
3. Linda Aguirre			X		
4. Mona Tatum		X			
5. Valerie Fiala		X			
6. Tamaya Levy				X	
7. Emiliana Antonio				X	
8. Hortencia Antonio				X	
9. Xong Kue				X	
10. Geneve Gray				X	
11.					
12.					
13.					
14.					
15.					
X 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: King Elementary			
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	Jesus Perez		3-31-16
SSC Chairperson	J. Presentacion Sanchez		3-31-16

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