

## **Rata**

10621661030717

Principal's Name: Cheryl Rudell

Principal's Signature:

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

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<b>District Goals</b>	
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**


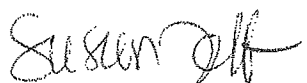
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Cheryl Rudell	X				
2. Chairperson – Susan Jeff				X	
3. Secretary – Sarah Ogilvie		X			
4. Patricia Obrero		X			
5. Checa Garcia Reyna			X		
6. Sylvia Cruz			X		
7. Sandra Espinoza				X	
8. Sylvia Vann				X	
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	Cheryl Rudell		3/29/17
SSC Chairperson	Susan Jeff		3/29/17

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

Rata - 0552

**ON-SITE ALLOCATION**

3010	Title I	\$2,396 *
7090	LCFF Supplemental & Concentration	\$9,109
7091	LCFF for English Learners	\$2,286
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$13,791</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$56
Remaining Title I funds are at the discretion of the School Site Council	\$2,340
<b>Total Title I Allocation</b>	<b>\$2,396</b>

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">2523</a>	<b>District Dashboard (Goal 4):</b> CORE Waiver: Four Year Cohort Graduation Rate	N/A <sup>1*</sup>	0.00%	0.00%	N/A <sup>1</sup>	N/A <sup>1</sup>	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">3162</a>	<b>District Dashboard (Goal 4):</b> Percentage of graduates who completed A-G requirements	N/A <sup>2*</sup>	0.00%	0.00%	N/A <sup>2</sup>	N/A <sup>2</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	N/A <sup>4*</sup>	0.00% <sup>4</sup>	1.96%	0.00%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3178</a>	<b>District Dashboard (Goal 1):</b> Percentage of Advanced Placement (AP) exams passed (scoring 3+)	N/A <sup>5*</sup>	0.00%	0.00%	0.00%	N/A <sup>5</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3751</a>	KAIG - Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	N/A <sup>6*</sup>	N/A <sup>6</sup>	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG - Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	N/A <sup>6*</sup>	N/A <sup>6</sup>	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">5978</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement

<input type="checkbox"/>		the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam							•SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">5982</a>	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	N/A <sup>3*</sup>	N/A <sup>3</sup>	0.00%	0.00%	N/A <sup>3</sup>		•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	N/A <sup>7*</sup>	N/A <sup>7</sup>	N/A <sup>7</sup>	0.00%	0.00%		•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A <sup>8*</sup>	N/A <sup>8</sup>	N/A <sup>8</sup>	0.00%	0.00%		•LCAP Dashboard - 4PupilAchievement

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	N/A*	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"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	N/A <sup>9*</sup>	0.00%	0.00%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	N/A*	0.00%	20.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	N/A*	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance



<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	N/A*	52.63%	64.71%	65.85%	53.33%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> <li>•SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement)</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance</li> </ul>
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	N/A*	52.63%	64.71%	65.85%	53.33%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> <li>•SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement)</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance</li> </ul>
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	N/A*	52.63%	64.71%	65.85%	53.33%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> <li>•SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement)</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance</li> </ul>
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	N/A <sup>10*</sup>	N/A <sup>10</sup>	N/A <sup>10</sup>	2.38%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> </ul>
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	N/A*	3.51%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> </ul>
<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	N/A*	3.51%	43.14%	9.52%	4.26%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> <li>•SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions</li> </ul>
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	N/A*	0.00%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 6SchoolClimate</li> </ul>
<input type="checkbox"/>	<a href="#">6046</a>	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	N/A <sup>11*</sup>	6.67%	9.09%	N/A <sup>11</sup>	N/A <sup>11</sup>	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> </ul>
<input type="checkbox"/>	<a href="#">1299</a>	Number and percentage of 7th-8th grade students who dropped out	N/A*	0.00%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 5PupilEngagement</li> </ul>
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	N/A*	0.00%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> <li>•LCAP Dashboard - 8OtherPupilOutcomes</li> <li>•SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds</li> </ul>
<input type="checkbox"/>	<a href="#">7131</a>	Number and percentage of 9th-12th Grade Project 2021 students who are A-G	N/A <sup>12*</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	N/A <sup>12</sup>	0.00%	<ul style="list-style-type: none"> <li>•SQII Index - A-G - On-Track Status (Related)</li> </ul>

Grade Project 2021 students who are not on-track as of the most recent grading period

<input type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	N/A <sup>13*</sup>	N/A <sup>13</sup>	N/A <sup>13</sup>	0.00%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	N/A <sup>13*</sup>	N/A <sup>13</sup>	N/A <sup>13</sup>	0.00%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	N/A <sup>13*</sup>	N/A <sup>13</sup>	N/A <sup>13</sup>	0.00%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	N/A <sup>13*</sup>	N/A <sup>13</sup>	N/A <sup>13</sup>	0.00%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	N/A <sup>13*</sup>	N/A <sup>13</sup>	N/A <sup>13</sup>	0.00%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	N/A <sup>13*</sup>	N/A <sup>13</sup>	N/A <sup>13</sup>	0.00%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	N/A <sup>13*</sup>	N/A <sup>13</sup>	N/A <sup>13</sup>	0.00%	N/A <sup>13</sup>	•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: -

Save

## Rata School 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input checked="" type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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### School Quality Review

SQII Element	Current %	Target %	Vendor
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	1	2	Other - Please specify within action

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

### Detail the Action

All of the students who attend Rata High School require some use of Assistive and Augmentative Communication (AAC) technology in order to communicate. The majority of students who attend Rata High School have significant medical and orthopedic needs as well as vision deficits. Many students have limited or no movement in their hands and arms and require the use of a wheelchair. Expanding communication skills is a priority for all students and a cornerstone of our curriculum. When students learn ways to appropriately communicate their wants and needs, it cuts down on frustration levels and challenging behaviors while facilitating self and social awareness. When students have fewer challenging behaviors they are more available for instruction and appropriate social interactions. Rata students who are non verbal with significant orthopedic impairments are able to communicate more quickly and with less fatigue than with switches or other AAC devices that require the student to move their hands and arms to a designated target.

Rata students who are non verbal require AAC technology and supplemental materials throughout their daily routine in order to enhance opportunities for communication.

### SMART Goals

By the end of 2018 school year, all Rata H.S. students with significant orthopedic impairments limiting their ability to communicate with switches or other augmented communication devices will have been assessed for individual communication needs using an Eye Gaze tracker. Individual Eye Tracker goals and lessons will be developed for each student using the student baseline assessment results.

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

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

Eye Gaze Tracker includes software able to assess, teach, improve and progress monitor the following skills to develop eye gaze communication: attention, looking, understanding of eye gaze, cause and effect and choice making designed to prepare eye gaze users for further communication and skills

Eye gaze tracker also identifies vision blockages in students visual abilities which will assist teachers with developing additional vision supports.

Weekly/daily classroom walks

Lesson plans will evidence integration of AAC

Curriculum/lesson plans 5 Domains/Unique will include the use of technology

**Owner(s):**

Teachers, Speech Language Pathologists, Assistive Technology Specialist, Orthopedic Impairment Specialist, Vision Impairment Specialists, Principal

**Timeline:**

2017-2018 School Year

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

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

Rata Teachers and Speech Language Pathologist and other DIS specialists will hold an site training for parent's whose students are assessed to learn communication through the AAC/ eye gaze equipment to acquire knowledge of what their students' baseline eye gaze skills for communication is, what the system is teaching them and how to work with them at home.

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

Direct instructional services using the eye gaze equipment educational bundle: Inclusive Eye Gaze Learning Curve Software Suite, Mounting system, all in one touch PC, wireless keyboard and mouse, DVD burner, materials for staff and parent trainings

Direct instruction using AAC devices

**Owner(s):**

**Describe Related Professional Learning:**

District Speech Language Pathologist, Assistive Technology Specialist and Moderate Severe TSA's will hold initial and ongoing training for Rata teachers and staff.

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

All students, including economically disadvantaged, EL and Foster youth with assessed need for eye gaze and/or ACC communication devices/ curriculum will benefit from this system.

Rata Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	LCFF: EL	Instruction	Materials & Supplies				Staff PL	\$	100.00
1	2	LCFF: EL	Parent Participation	Materials & Supplies				Food Parent	\$	100.00
1	1	Sup & Conc	Separate Classes: Special Education	Non Capitalized Equipment				Technology	\$	8,285.00
1	1	Title 1 Basic	Separate Classes: Special Education	Materials & Supplies				Materials/Equipment	\$	500.00
1	2	Title 1 Basic	Parent Participation	Materials & Supplies				Title I Parent Involvement - Minimum Required	\$	56.00
								<b>Total</b>	\$	<b>9,041.00</b>

**Action # 2**

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	1	2	Other - Please specify within action

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

Detail the Action

The school will create and implement "Curriculum Kits", to use with the district's "Unique" - Alternative Learning Pathways curriculum that will help support student learning within the 5 Domains. Each kit will contain culminating tasks that students will complete at the end of each unit. Teachers will use data collected from lesson assessments to inform and discuss student results, differentiation, success, curriculum and lessons, and discuss how the results appropriately support student performance on IEP goals.

-Teacher discussions throughout the year during Accountable Community and Professional Learning meetings

SMART Goals

**By the end of** 2017/18 school year,Rata H.S. students will have had an opportunity to learn using the Eunique curriculum "Curriculum Kits" to support their performance on IEP goals and objectives.

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

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

Weekly teacher/staff data collection of student progress

IEP quarterly progress monitoring and reporting

Owner(s):

Principal and Teachers

Timeline:

Kits will be created for each Unique lesson throughout the school year

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

Parents will have access to view the curriculum kits at parent and IEP meetings

Teachers will discuss curriculum units per the kits in parent newsletters home

Describe Related Professional Learning:

**Through AC time/Buyback, teachers will create, discuss, and plan the creation of the curriculum kits and use the data to effectively implement stronger performance results on IEP goals and objectives. The kits will allow for students to have opportunities to practice their IEP goals within their 5 Domains.**

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

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

EL, economically disadvantaged, Foster/group Home students will have opportunities for vocabulary development and hands-on learning.

- Unique “Curriculum Kits” will have materials and activities thematically aligned to specific themes and each activity will support a specific Domain within the 5 Domains.
- Students will have opportunities within the kits to explore the theme through various learning modalities. The thematic units will be created around a book or a series of books.
- Teachers will need time and opportunity to create the “Curriculum Kits”. This time should be during Professional Learning time on Thursdays and possibly buyback.
- Materials will include books appropriate students grade level, to ensure exposure and equity to grade level appropriate materials. Other materials will be items used specifically for different sensory experiences through touch, sight, smell, taste, and hearing.
- Supplemental Contracts available for extra hours dedicated to creating the kits.

Rata Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials	\$	400.00
2	1	LCFF: EL	Instruction	Non Capitalized Equipment				Equipment	\$	655.00
								<b>Total</b>	\$	<b>1,055.00</b>

### Action # 3

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

#### School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	1	2	Other - Please specify within action

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

#### Detail the Action

Rata H.S. is a center based site providing adult education to district students with a center based placement per services/programs on Individual Education Plans. 12th grade students will transition from 12th grade in the Spring of their 12th grade year to beginning an adult, ages 18 to 22 years, component of their education at the beginning of the next school year.

-Provide transition supports for Rata H.S. students transitioning from 12th grade to grade 12+: Pre-assessments to determine levels of vocational and recreation/leisure skills for community outings: IEP progress on goals and objectives-including the Transition Plan, teacher/parent observations/surveys and teacher made assessments

-Fall and Spring 2017/18 parent information flyers and meetings discussing grade 12 promotion activities for seniors (grade 12) and parent information re grade 12+ Unique curriculum and vocational/recreation leisure activities, parent survey in addition to students' IEP Transition Plans-"What would they like to see for their individual students' 18-22 year program: vocational, recreation/leisure and functional academics.

-Fall and Spring 2017/18 12+ teachers will work with special education workability job coaches to locate appropriate community vocational and recreation leisure locations

#### SMART Goals

By the end of 2017/18 school year, Rata grade 12 center based students will have participated in promotion activities/received a certificate of attendance and be ready to continue their education to the grade 12+

District center based students who are participating in the grade 12+ center based program will have had a successful year as indicated by progress on IEP Transition Plan goals and parent survey.

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

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

On going Progress on IEP goals/objectives including IEP Transition plans

On going teacher/admin monitoring of 12+ program for meeting IEP goals and objectives/transition plans and information of parent surveys

By the end of the 1st quarter a parent survey for parents of both students entering the 12+ center based program and for parents of 12 grade seniors will be generated and administered.

Spring 2018 senior, grade 12 parent meeting to discuss grade 12+ program for following year

Owner(s):

Principal, Teachers, Psychologist, DIS Providers, Office Manager

Timeline:

Throughout the 2017/18 school year as student transition in and at the beginning of the 2017/18 school year for 12+ students

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

Describe Related Professional Learning:



Creation of parent survey and input  
 Parent information meetings at Rata  
 IEP meetings  
 P12th grade/senior promotion activities

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

- **Materials including information provided for parents and surveys**
- **Substitute coverage for teachers for PL**
- **Home language interpreter as needed per students and families**
- **Provide translation of written materials to parents-Spanish and Hmong**

Professional Learning on the Unique curriculum for student grade 12+ provided to teachers teaching grade 12+ students  
 -Collaboration with district SPED workability specialists

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

EL Students: Translators will be available to families of students transitioning  
 Economically disadvantaged, Foster and Group Home students will receive enhanced supports from all staff for a smooth transition

Rata Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Title 1 Basic	Separate Classes: Special Education	Teacher-Substitute Salaries				Certificated Sub x 3 days	\$	451.00
3	1	Title 1 Basic	Separate Classes: Special Education	Teacher-Substitute Salaries				Certificated Sub x 4 days	\$	500.00
3	2	LCFF: EL	Instruction	Direct-Graphics (Dr)				Graphics	\$	100.00
3	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Meeting Food/Materials	\$	251.00
<b>Total</b>									<b>\$</b>	<b>1,302.00</b>

**Action # 4**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7136 - Self-Management construct of the secondary survey results for questions 19-26	1	2	Other - Please specify within action

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

Detail the Action

Rata H.S. is a CHAMPS/ Safe and Civil school : Thie site and classrooms will continue to incorporate CHAMPS Safe and Civil curriculum and protocols to maintain student academic and social emotional learning. All staff members will be trained in CHAMPS/Safe and Civil curriculum throughtout the school year. The Rata Safe and Civil Team will attend on site/district CHAMPSSafe and Civil PL; this team will provide training to the site staff during PL. The site will follow Safe and Civil protocols and curriculum consistently throughout the year:

- All-Student/staff site activities to promote social emotional wellness
- Classroom curriculum activities: Charts, materials, curriculum needed to support appropriate behavioral opportunities
- Substitute supports for teacher(s)/staff training opportunities

SMART Goals

By the end of 2017/18, teachers will maintain the percent of opportunities students are engaged in appropriate behaviors to meet their IEP goals each quarter by ensuring teacher/staff practice of Safe and Civil practices every day in all school settings, for every student.

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

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

- All Students including students who have a behavioral IEP goal, will receive CHAMPS/Safe and Civil curriculum/learning practices throughout the curriculum
- At Progress Report time, teachers will assess student’s behavioral goals.

Owner(s):

- Teachers
- Support Staff
- Paraprofessionals
- Psychologist
- Office Manager

Timeline:

From the beginning of the 2017/18 school year to the end

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

Parents will be invited to attend specific events, site activities.

Describe Related Professional Learning:

- Ongoing Safe and Civil training provided throughout the school year for all staff members.

Parents will receive recognition of students who are meeting their behavioral and citizenship goals at 90% or better

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:

- Charts, materials, Safe and Civil curriculum, charts, needed to support appropriate student behavioral opportunities
- Substitute support for teacher training and opportunities.
- Supplemental Contract for Safe and Civil Lead Teacher
- Student behavioral and recognition incentives

Greater access to a safe and civil learning environment for economically disadvantaged, EL Learners, Foster/Group Home Youth

Rata Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Separate Classes: Special Education	Instr Aide-Substitute Salaries				Classified Support x 2	\$ 301.00
4	1	Sup & Conc	Separate Classes: Special Education	Materials & Supplies				Materials/Technology	\$ 800.00
<b>Total</b>									<b>\$ 1,101.00</b>

**Action # 5**

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

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	1	2	Other - Please specify within action
2080 - Students engaged in a goal 2 activity	1	2	Other - Please specify within action

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

Detail the Action

Provide extra monies for increasing Rata parents/guardians/students (secondary), and community engagement by an additional 5% over last year.

-Parents will attend site meetings such as Back to School Night, Open House, SSC, and Rata site and community events.

SMART Goals

Throughout the 2017/18 school year, Rata staff and administration will develop and support processes to further increase parents/guardians/student and community in engagement/involvement with student/site/community related activities by 5% over last 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

- Parent/guardian/community involvement/engagement as evidenced by sign-in sheets, committee meeting information, and parent involvement with Rata community outings

Owner(s):

- Principal
- Teachers
- Site staff
- Lead Teachers
- School Psychologist
- Office Manager

Timeline:

Throughout the 2017/18 school year

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

Parents/guardians/community and students will be invited to SSC, Back to School Night, Open House, Promotion activities, Home visioncommunity Outings

Describe Related Professional Learning:

Staff planning during professional development days and during AC meetings

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 and supplies for site signs, flyers, refreshments and decorations
- Supplemental staff after hour contracts

: Translation will be provided for both students and families, during the events and through communication flyers and newsletters.

Rata Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
5	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Meeting/Food and Materials	\$	200.00	
Total									\$	200.00	

**Action # 6**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	1	2	Other - Please specify within action
2523 - Total graduation rate	1	2	Other - Please specify within action

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

Detail the Action

Rata students are on a continuum of community readiness. This goal is designed to provide access to student community activities and outings to support student IEP goals and objectives including Transition goals, curriculum activities for vocational and recreation leisure, Community outings provides incentives for students to attend school.

SMART Goals

By the end of 2017/18 school year, at least 90% of Rata students will have participated in at least 1 school community outing activity and as appropriate 1 Special Olympic event. Students will also participate in on site events relating to community readiness. Students will be exposed to extra-curricular activities throughout the year to support the goal of obtaining Community Readiness.

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

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

Documentation of student participation  
 Progress on IEP Goals and Objectives  
 Decrease in student absences

Owner(s):

Principal, teachers, site staff, nurses, school psychologists and DIS staff

Timeline:

Throughout the 2017/18 school year

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

Parents will be invited to participate as chaperones during both on and off campus experiences and their admission will be provided for through our site.

Describe Related Professional Learning:

Early Release days will provide time for planning for off campus events.

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

Materials and supplies to coordinate events/activities

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

EL Students: Communication will be provided in home language  
 All students including EL, economically disadvantaged and Foster/Group Home youth will have access to these

experiences as appropriate per IEP

Rata Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Separate Classes: Special Education	Teacher-Supplemental Salaries				Lead Teacher	\$ 499.00
6	1	LCFF: EL	Instruction	Materials & Supplies				Supplemental Materials	\$ 100.00
								<b>Total</b>	<b>\$ 599.00</b>

**Action # 7**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	1	2	Other - Please specify within action

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

Detail the Action

Provide monies to maintain sensory equipment used at the school site: Rata students require sensory input utilizing adaptive physical and augmentative communication devices to communicate, to regulate behaviors and to participate in learning and social environments. Monies allocated for this goal will assist in providing batteries and upkeep on Rata sensory equipment

SMART Goals

By the end of the 2017/18 school year specialized sensory equipment will be kept fully functional for student sensory, communication and behavioral needs.

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

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

On going progress monitoring of equipment.

Owner(s):

- Principal
- Teachers/staff
- DIS Providers
- Office Manager
- Plant Coordinator

Timeline:

2017/18 School Year

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

Students will be encouraged to use on site sensory equipment  
 Communication to parents through home school communication logs, at IEPs and Parent meetings re their students' use of sensory equipment

Describe Related Professional Learning:

Staff will have professional learning revisiting upkeep, best practices and protocols for student use of sensory equipment

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:



Supplemental materials and supplies for sensory equipment upkeep  
 Labor needed to fix/replace broken parts on specialized sensory equipment

All students will have access to appropriate specialized sensory equipment experiences

Rata Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	1	Title 1 Basic	Separate Classes: Special Education	Direct-Maintenance (Dr)				Materials/Labor for Sensory Equipment	\$	588.00
Total									\$	588.00

**Action # 8**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	1	2	Other - Please specify within action
2080 - Students engaged in a goal 2 activity	1	2	Other - Please specify within action

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

Detail the Action

Educational studies/data shows parent knowledge of how absences affect student academic growth along with increased parent participation with their student's school activities increases student attendance and academic growth. Rata will recognize students at quarterly award ceremonies for 1) attendance at 90% or higher, 2) academic and social progress as measured by progress on IEP goals and objectives.

SMART Goals

By the end of 2017/18 school year, students who do not have an attendance rate of 90% or better will decrease absences by 10% by the end of the school year (does not apply to students who are on HHI).

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

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

- Every quarter have a specific recognition experience/ activity for students who have 90% or higher attendance and are meeting progress on IEP goals and objectives

Owner(s):

- Principal
- Teachers
- Office Manager

Timeline:

Quarterly throughout the 2017/18 school year

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

- Parents will receive information about the importance of attendance.
- Parents will learn about Home Hospital protocols and procedures and Independent Study protocols and procedures.
- Refreshments provided during Back to School Night.

Describe Related Professional Learning:

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

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

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

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

EL Students: Home language interpreters will be available to families and students at school events

making progress on IEP goals and objectives

Foster/Group Home and economically disadvantaged: this will provide extra support to help all students

- Supplies and materials provided for parents for communication purposes and for staff for recording information.

Rata Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
8	1	LCFF: EL	Instruction	Materials & Supplies				Materials/Supplies	\$	250.00
8	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Meeting Food	\$	130.00
Total									\$	380.00

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0552 Rata (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Materials/Equipment	500.00
1	2	Title 1 Basic	Parent Participation	Mat & Supp			: Title I Parent Involvement - Minimum Required	56.00
1	1	Sup & Conc	Separate Classes: Special Educati	Nc-Equipment			Technology	8,285.00
1	1	LCFF: EL	Instruction	Mat & Supp			Staff PL	100.00
1	2	LCFF: EL	Parent Participation	Mat & Supp			Food Parent	100.00
2	1	LCFF: EL	Instruction	Mat & Supp			: Materials	400.00
2	1	LCFF: EL	Instruction	Nc-Equipment			: Equipment	655.00
3	1	Title 1 Basic	Separate Classes: Special Educati	Teacher-Subs			Certificated Sub x 3 days	451.00
3	1	Title 1 Basic	Separate Classes: Special Educati	Teacher-Subs			Certificated Sub x 4 days	500.00
3	2	LCFF: EL	Instruction	Direct-Graph			Graphics	100.00
3	2	LCFF: EL	Parent Participation	Mat & Supp			: Parent Meeting Food/Materials	251.00
4	2	Title 1 Basic	Separate Classes: Special Educati	Ins Aide-Sub			Classified Support x 2	301.00
4	1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Materials/Technology	800.00
5	2	LCFF: EL	Parent Participation	Mat & Supp			: Parent Meeting/Food and Materials	200.00
6	1	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Lead Teacher	499.00
6	1	LCFF: EL	Instruction	Mat & Supp			: Supplemental Materials	100.00
7	1	Title 1 Basic	Separate Classes: Special Educati	Direct-Maint			: Materials/Labor for Sensory Equipment	588.00
8	1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	250.00
8	2	LCFF: EL	Parent Participation	Mat & Supp			: Parent Meeting Food	130.00

\$14,266.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$2,396.00
Sup & Conc	7090	\$9,584.00
LCFF: EL	7091	\$2,286.00
<b>Grand Total</b>		<b>\$14,266.00</b>

Domain Totals	Budget Totals
Academic	\$13,128.00
SEL / Culture & Climate	\$1,138.00
<b>Grand Total</b>	<b>\$14,266.00</b>