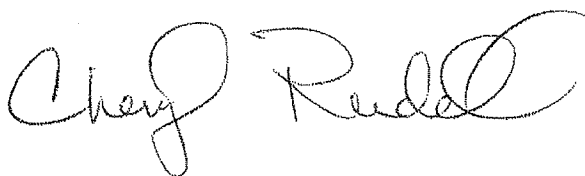


Rata High School

10621661030717

Principal's Name: Cheryl Rudell

Principal's Signature:

A handwritten signature in cursive script that reads "Cheryl Rudell". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

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

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

A. School Quality Review Process

Action #	SQII Element #	Site Growth Target	SQII Element #
1	There is currently no curriculum based on grade level appropriate literature that includes exposure to the 5 senses and 5 Domains of learning.	Students will be exposed to grade level appropriate, functional academics, and life skills curriculum as a means of meeting IEP goals and objectives	There is currently no curriculum based on grade level appropriate literature that includes exposure to the 5 senses and 5 Domains of learning.
2	This year we transitioned 15 students.	We are hoping for 60% parent satisfaction with transition plan.	This year we transitioned 15 students.
3	No data to capture to record parent events and attendance.	Create a data source to record parent events and parent attendance at events.	No data to capture to record parent events and attendance.
4	Currently 40% of Rata students have behavioral goals due to behaviors impacting their academic, learning and social interactions/IEP goals.	75% of students with behavioral goals will meet their IEP behavioral goal.	Currently 40% of Rata students have behavioral goals due to behaviors impacting their academic, learning and social interactions/IEP goals.
5	53% of students are chronically absent more than 90% of the time.	Students who are absent more than 90% will decrease from 53% to 43%, by the end of the school year.	53% of students are chronically absent more than 90% of the time.
6	Promote a positive school culture and climate through parent/guardian/community involvement	Increase parent/guardian/community involvement with student/site related activities from 15% to 20%	Promote a positive school culture and climate through parent/guardian/community involvement
7	All students are NOT exposed to some form of technology throughout the day.	100% of students will have use of some form of technology every day.	All students are NOT exposed to some form of technology throughout the day.
8	2014-2015, 2 Field Trips and 2 Special Olympic Events, 2015-2016, 3 Field Trips, 7 Special Olympic Events and on site events	We would like to increase our Field Trips to 4 and attend at least 7 Special Olympic Events with at least 50% of our students participating.	2014-2015, 2 Field Trips and 2 Special Olympic Events, 2015-2016, 3 Field Trips, 7 Special Olympic Events and on site events

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: The school will implement and create “Curriculum Kits”, that will help support student learning within the 5 Domains. Each kit will contain culminating tasks that students will complete at the end of the unit. Teachers will use the data collected from the assessments to discuss student results, to decide viability of the curriculum and lessons, and discuss how the results appropriately support student performance on IEP goals.		
SQII Element: There is currently no curriculum based on grade level appropriate literature that includes exposure to the 5 senses and 5 Domains of learning.	SQII Sub-element(s):	Site Growth Target: Students will be exposed to grade level appropriate, functional academics, and life skills curriculum as a means of meeting IEP goals and objectives	Vendor (contracted services)
<input checked="" type="checkbox"/> aNew Action <input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By the end of 2016-17, 80% of students will have had an opportunity to learn using the “Curriculum Kits” and grade level literature at least 8 times, second semester.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • Culminating tasks at the end of every curriculum unit • IEP Benchmarks, Progress Reports, and Goals • Exposure to the curriculum around the 5 Domains. 		Owner(s) Principal Teachers Lead Teachers	Timeline <ul style="list-style-type: none"> • Kits will be created throughout the year. • Teachers will use at least 3 kits within a quarter.
Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will have access to learn about the “curriculum kits” at parent meetings. This will help reinforce the practice of skills within the kit, encourage more practice of the 5 Domains, and better parent understanding of the curriculum we use throughout our site.			
Describe related professional learning: Through AC time/Buyback, teachers will create, discuss, and plan the creation of the curriculum kits and use the data to effectively implement stronger performance results. The kits will allow for students to have opportunities to practice their IEP goals within their 5 Domains.			

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

- “Curriculum Kits” will be shared throughout a check out system and rotated throughout classrooms within a quarter. Kits will have materials and activities thematically aligned to a specific theme and each activity will support a specific Domain, within the 5 Domains. Students will have opportunities within the kits to explore the theme through 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.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Separate Classes: Special Education	Materials & Supplies				Materials and Supplies	1,200
1	1	Sup & Conc	Separate Classes: Special Education	Teacher-Supplemental Salaries				Teacher Supplemental Salaries for Lead Teacher Curriculum / Assistive Technology	600
Total									\$1,800

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	Detail the action: Provide transition support for students transitioning into Rata H.S. and out of Rata H.S. This would require providing extra substitute support for teachers to visit students and staff at other school sites to ensure proper support for transitioning and placement of students.		
<i>SQII Element: This year we transitioned 15 students.</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target: We are hoping for 60% parent</i>	<i>Vendor (contracted services)</i>

				satisfaction with transition plan.					
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context							
Write a SMART Goal to address each data point: By the end of 2016-17, 80% of students will have a successful transition to and from Rata High School, by 80% of parents filling out a climate survey after a month and 60% of parents indicating satisfaction with their child's placement and support.									
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> By the end of the 1st quarter- parent survey will be created and administered. By 2nd quarter- start providing off site support to transition students. By end of the 4th quarter- collect data and review results. 				Owner(s) Principal Teachers Office Manager Lead Teachers		Timeline Throughout the 2016-17 school year.			
Explain the Targeted Actions for Parent Involvement (required by Title I): Creation of a Parent Climate Survey and parent's satisfaction will be a key element and consideration in the transition process. Home visits and parent observation visits to new programs.									
Describe related professional learning: 2 professional learnings; One to create the survey and a second learning to review results and implement necessary changes for the following year.									
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): <ul style="list-style-type: none"> Materials including information provided for parents and surveys Substitute coverage for teachers Home language interpreter as needed per students and families Provide translation of written materials to parents-Spanish and Hmong 									
Specify additional targeted actions for EL students: Provide home language interpreter per students home language needs to facilitate transitioning.									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials	100

2	1	Title 1 Basic	Separate Classes: Special Education	Materials & Supplies				Materials and Supplies	330
2	1	Sup & Conc	Parent Participation	Other Classified-Overtime				Classified Support	200
2	1	Title 1 Basic	Separate Classes: Special Education	Teacher-Substitute Salaries				Certificated Subs X 12 days	1,486
2	1	Title 1 Basic	Separate Classes: Special Education	Teacher-Supplemental Salaries				Lead Teacher Parent Participation	600
								Total	\$2,716

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 3	<p><i>Detail the action:</i> Provide an opportunity for parents to attend a positive activity called “Parent Make-It-Take It”. Make-It-Take-It would include 1 to 2 hours of make-it, take-it classes. Parents will have an opportunity to build a stronger relationship with teachers and school site and district staff, while working on relevant curriculum and strategies used in the classroom that can be generalized in the home.</p>					
<i>SQII Element:</i> No data to capture to record parent events and attendance.		<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i> Create a data source to record parent events and parent attendance at events.		<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By the end of 2016-17, at least 10% of our parents will participate in a Make-It-Take-It activity.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i>		<i>Timeline</i>
<ul style="list-style-type: none"> Provide 2 Make-It-Take-It experiences for each semester. Have parents fill out survey after each Make-It-Take-It opportunity. 				Principal Teachers Lead Teachers		From September 2016 to May 2017

<ul style="list-style-type: none"> • Make adjustments based on parent survey results. 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parents will be invited to participate with their child’s educators in a make-it, take-it • Parents will be providing data along with staff, to drive future decision making 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Staff will need time to pull materials together and plan the instruction for the classes. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Supplies, snacks, materials for parents and staff to run a make-it, take-it class. • Supplemental Contracts for staff members. • Babysitting for other siblings and family members. <p><i>Specify additional targeted actions for EL students: Communication to parents will be provided in their home language.</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	EL	Parent Participation	Materials & Supplies				Materials and Technology	200
3	3	EL	Instruction	Materials & Supplies				Food for EL Parent Meetings	100
3	3	Sup & Conc	Parent Participation	Other Classified-Overtime				Classified Support	200
3	3	EL	Parent Participation	Other Classified-Supplemental				Classified Support	312
Total									\$812

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action:</i> All staff members (paraprofessionals and teachers) will be trained in CHAMPS curriculum. Rata H.S. will become a CHAMPS site by following CHAMPS protocols and curriculum consistently throughout the year. A staff member will also be allowed to attend an extra CHAMPS training to help facilitate the newest updates to the curriculum</p>		
<i>SQII Element:</i> Currently 40% of Rata students have behavioral goals due to behaviors impacting their academic, learning and social interactions/IEP goals.	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 75% of students with behavioral goals will meet their IEP behavioral goal.	<i>Vendor (contracted services)</i> CHAMPS
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i> By the end of 2016-17, 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 CHAMPS every day in all school settings, for every student.</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"> All Students including students who have a behavioral IEP goal, will participate in the CHAMPS curriculum At Progress Report time, teachers will assess student’s behavioral goals. 		<p><i>Owner(s)</i></p> <p>Teachers Support Staff Paraprofessionals Lead Teachers</p>	<p><i>Timeline</i></p> <p>Starting from the beginning of the year in 2016 to the end of the year in 2017.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> *Every quarter have a specific event or experience for students who are meeting their behavioral and citizenship goals at 90%</p>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Ongoing CHAMPS training provided throughout the school year for all staff members. 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Charts, materials, CHAPMS curriculum, charts, needed to support appropriate student behavioral opportunities 			

- **Substitute support for teacher training and opportunities.**
- **Supplemental Contract for CHAMPS Lead Teacher**

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Separate Classes: Special Education	Materials & Supplies				Materials and Supplies	430
4	1	Sup & Conc	In-House Instructional Staff Development	Materials & Supplies				Staff Development	300
4	1	Sup & Conc	Separate Classes: Special Education	Teacher-Substitute Salaries				Certificated Subs	500
4	1	Sup & Conc	Separate Classes: Special Education	Teacher-Supplemental Salaries				Lead Teacher Campus Culture	600
4	1	Sup & Conc	Parent Participation	Other Classified-Overtime				classified Support	200
								Total	\$2,030

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
	Action # 5	<i>Detail the action: Rewards and incentives provided for students who have 90% attendance or higher for a quarter.</i>				
<i>SQII Element: 53% of students are chronically absent more than 90% of the time.</i>		<i>SQII Sub-element(s):</i>		<i>Site Growth Target: Students who are absent more than 90% will decrease from 53% 5o</i>		<i>Vendor (contracted services)</i>

				43%, by the end of the school year.					
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		Reasoning: <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>							
<p><i>Write a SMART Goal to address each data point: By the end of 2016-17, Students who do not have an attendance rate of 90% or better will decrease from 53% to 43%, by the end of the school year.</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"> Every quarter have a specific experience or activity for students who have 90% or higher attendance. 				<p><i>Owner(s)</i></p> <p>Principal Office Manager Lead Teachers</p>		<p><i>Timeline</i></p> <p>Starting from the beginning of the year until the end of the year.</p>			
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Parents will receive information about the importance of attendance. Parents will learn about Home Hospital protocols and procedures and Independent Study protocols and procedures. Refreshments provided during Back to School Night. 									
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Back to School Night will be the opportunity to teach parents about the importance of attendance. 									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Rewards and incentives to be provided with students who obtain 90% or higher attendance. Supplies and materials provided for parents for communication purposes and for staff for recording information. 									
<p><i>Specify additional targeted actions for EL students: Communication to parents will be provided in their home language.</i></p>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	EL	Instruction	Direct-Graphics (Dr)				graphics	100
5	2	EL	Parent Participation	Materials & Supplies				Food	600
5	2	EL	Instruction	Materials & Supplies				Materials and Supplies	212

5	2	Sup & Conc	Parent Participation	Other Classified-Overtime				Classified Support	200
								Total	\$1,112

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<i>Detail the action:</i> Provide extra monies for increasing parents/guardians/students (secondary), and community engagement by an additional 5% over last year with SSC, SPSA and Rata High School events.					
<i>SQII Element:</i> Promote a positive school culture and climate through parent/guardian/community involvement	<i>SQII Sub-element(s):</i>		<i>Site Growth Target:</i> Increase parent/guardian/community involvement with student/site related activities from 15% to 20%		<i>Vendor (contracted services)</i>	
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>		<i>Data</i> <input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By August of 2016, Rata staff and administration will develop and support processes to further increase parents/guardians/student and community in engagement/involvement with student/site related activities from 15% to 20%						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>			<i>Owner(s)</i>		<i>Timeline</i>	
<ul style="list-style-type: none"> Parent/guardian/community involvement/engagement as evidenced by sign-in sheets, committee meeting information 			Principal Teachers Site staff Lead Teachers		2016-17 School year	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parents/guardians/community and students will be invited to SSC, Back to School Night, Open House, Promotion activities						
<i>Describe related professional learning:</i>						
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>						
<ul style="list-style-type: none"> Materials and supplies for site signs, flyers, refreshments and decorations Construction and labor needed for last minute construction needs. Supplemental Staff Contracts 						

Specify additional targeted actions for EL students: Translation will be provided for both students and families, during the events and through communication flyers and newsletters.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Separate Classes: Special Education	Materials & Supplies				Materials and Tech	837
6	3	Sup & Conc	Separate Classes: Special Education	Teacher-Supplemental Salaries				Teacher Supplemental Pay	1,960
6	3	Sup & Conc	Parent Participation	Other Classified-Overtime				classified supports	200
								Total	\$2,997

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	Action # 7 <i>Detail the action:</i> Increase opportunities for students to interact with technology and programs associated with technology.		
<i>SQII Element:</i> All students are NOT exposed to some form of technology throughout the day.	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 100% of students will have use of some form of technology every day.	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	<i>Write a SMART Goal to address each data point:</i> By the end of 2016-17, 100% of students will have had daily instruction and practice with the integration of technology.	
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> Observational walkthroughs on a weekly basis Lesson plans with evidence of integration of technology 		Principal Teachers Lead Teachers	August 2016 through May 2017

<ul style="list-style-type: none"> • IEP curriculum matrix will include use of technology
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Provide lists of websites used within the classroom for students.
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Work with Special Education Assistive Technology Specialists and Technology Services on creating training opportunities for staff members.
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Students will have daily access to assistive technology devices and sensory equipment in classrooms/on site. <p><i>Specify additional targeted actions for EL students: Teachers will have access to programs/apps that will be able to track and read the text to students, visual supports, which will provide extra language support for EL students.</i></p>

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Separate Classes: Special Education	Non Capitalized Equipment				Equipment	2,199
Total									\$2,199

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 8	<i>Detail the action: Students will be exposed to extra-curricular activities throughout the year to support the goal of obtaining Community Readiness.</i>					
<i>SQII Element: 2014-2015, 2 Field Trips and 2 Special Olympic Events, 2015-2016, 3 Field Trips, 7 Special Olympic Events and on site events</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target: We would like to increase our Field Trips to 4 and attend at least 7 Special Olympic Events with at least 50% of our students participating.</i>			<i>Vendor (contracted services)</i>	
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	

Write a SMART Goal to address each data point: By the end of 2016-2017 school year, at least 50% of our students will have participated in at least 4 field trips and 7 Special Olympic events and on site events relating to community readiness.									
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>					<i>Owner(s)</i> Principal Teachers Lead Teachers			<i>Timeline</i> 2016-2017 School Year	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be invited to participate as chaperones during off campus experiences and their admission will be provided for through our site.</i>									
<i>Describe related professional learning: Early Release days will provide time for planning for off campus events.</i>									
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>									
<ul style="list-style-type: none"> • Expenses associated with off campus activities. • Admission for parents • Snacks and materials needed to support student welfare off campus. 									
<i>Specify additional targeted actions for EL students:</i>									

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Separate Classes: Special Education	Teacher-Supplemental Salaries				Lead Teacher activities	600
								Total	\$600

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

Rata - 0552

ON-SITE ALLOCATION

3010	Title I	\$2,516 *
7090	LCFF Supplemental & Concentration	\$10,226
7091	LCFF for English Learners	\$1,524
TOTAL 2016/17 ON-SITE ALLOCATION		\$14,266

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$68
Remaining Title I funds are at the discretion of the School Site Council	\$2,448
Total Title I Allocation	\$2,516

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 0552 Rata (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Teacher Supplemental Salaries for Lead Teacher Curriculum / Assistive Technology	600.00
1	1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Materials and Supplies	1,200.00
2	1	Title 1 Basic	Separate Classes: Special Educati	Teacher-Subs			Certificated Subs X 12 days	1,486.00
2	1	Title 1 Basic	Separate Classes: Special Educati	Teacher-Supp			Lead Teacher Parent Participation	600.00
2	1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Materials and Supplies	330.00
2	1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials	100.00
2	1	Sup & Conc	Parent Participation	Oth Cls-Over			Classified Support	200.00
3	3	Sup & Conc	Parent Participation	Oth Cls-Over			Classified Support	200.00
3	3	EL	Instruction	Mat & Supp			: Food for EL Parent Meetings	100.00
3	3	EL	Parent Participation	Oth Cls-Supp			Classified Support	312.00
3	3	EL	Parent Participation	Mat & Supp			Materials and Technology	200.00
4	1	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Certificated Subs	500.00
4	1	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Lead Teacher Campus Culture	600.00
4	1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Materials and Supplies	430.00
4	1	Sup & Conc	In-House Instructional Staff Deve	Mat & Supp			: Staff Development	300.00
4	1	Sup & Conc	Parent Participation	Oth Cls-Over			classified Support	200.00
5	2	Sup & Conc	Parent Participation	Oth Cls-Over			CLassified Support	200.00
5	2	EL	Instruction	Mat & Supp			: Materials and Supplies	212.00
5	2	EL	Instruction	Direct-Graph			: graphics	100.00
5	2	EL	Parent Participation	Mat & Supp			: Food	600.00
6	3	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Teacher Supplemental Pay	1,960.00
6	3	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Materials and Tech	837.00
6	3	Sup & Conc	Parent Participation	Oth Cls-Over			classified supports	200.00
7	1	Sup & Conc	Separate Classes: Special Educati	Nc-Equipment			: Equipment	2,199.00
8	3	Sup & Conc	Separate Classes: Special Educati	Teacher-Supp			Lead Teacher activities	600.00

\$14,266.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$2,516.00
Sup & Conc	7090	\$10,226.00
EL	7091	\$1,524.00
Grand Total		\$14,266.00

Domain Totals	Budget Totals
Academic	\$8,745.00
Culture & Climate	\$4,409.00
Social/Emotional	\$1,112.00
Grand Total	\$14,266.00

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 - Cheryl Rudell	X				
2. Chairperson - Juana Santoya			X		
3. Rhonda Garza		X			
4. Susan Jeff				X	
5. Jennifer Hoveda				X	
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name:			
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	Cheryl Rudell		4/24/16
SSC Chairperson	Juana Santoya		4/24/16

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