

Rata

10621661030717

Principal's Name: Travis Dyer

Principal's Signature:

A handwritten signature in blue ink that reads "Travis Dyer". The signature is written in a cursive style with a large, stylized "D" and a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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 School 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 and Family 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 School 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 - Travis Dyer	X				
2. Chairperson -					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Travis Dyer		
SSC Chairperson			

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Rata - 0552

ON-SITE ALLOCATION

3010	Title I	\$3,960 *
7090	LCFF Supplemental & Concentration	\$10,437
7091	LCFF for English Learners	\$4,953
TOTAL 2020/21 ON-SITE ALLOCATION		\$19,350

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$132
Remaining Title I funds are at the discretion of the School Site Council	\$3,828
Total Title I Allocation	\$3,960

Rata School 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.	2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Funds allotted for materials and supplies for students. Funds will continue to be allotted for this to support access to Curriculum.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

For 2020-2021 The Teachers will collaborate with each other to review the Whole Child Approach to learning, These areas will include Functional Academics, Goals and Objectives from the IEP's, SEL and Communication needs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
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Technology and materials to access curriculum

Classroom materials and supplies, accessibility equipment

Action 1

Title: Curriculum Materials & Supplies and Supplemental Materials

Action Details:

Materials & Supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our students learning.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data collected around IEP goals and objectives will monitor progress towards use of curriculum and curriculum supports. Data has also been collected on Pre and Post Unique Monthly Assessments. Also, Transition Planning Data will also be collected.

Owner(s):

Principal, Staff Members

Timeline:

2020-2021 School Year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Supplies for computer based lessons, Velcro & Laminate for materials and student activities, realia for support in accessing and understanding curriculum

Specify enhanced services for EL students:

Visual supports, realia, and tactile activities in place for English Language students.

Specify enhanced services for low-performing student groups:

Visual supports, realia, and tactile activities in place for low performing students.

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

Parents involved in development of IEP goals and objectives to support student progress in curriculum

Describe Professional Learning related to this action:

Staff development around implementation of Unique curriculum, collaboration time to discuss possible options for accommodations and modifications of curriculum materials to provide access for all students

Action 2

Title: Teacher Planning Days and Professional Learning

Action Details:

Time for teachers to allow for collaboration and curriculum preparation and site visits to other programs.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data collected for student IEP goals and objectives will be used to assist in monitoring the effectiveness of prep time. Site visits will facilitate collaboration in an effort to continue to improve instruction for students. Data has also been collected on Pre and Post Unique Monthly Assessments. Also, Transition Planning Data will also be collected.

Owner(s):

Principal, Teachers, Classroom Staff

Timeline:

2020-2021 School Year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Prepped curriculum materials and collaboration generated from site visits will directly impact the effectiveness of instruction for students.

Specify enhanced services for EL students:

Curriculum modification/preparation and site visits will directly impact the effectiveness for English Language students.

Specify enhanced services for low-performing student groups:

Curriculum modification/preparation and site visits will directly impact the effectiveness of low performing students.

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

Parents are involved in the development of the IEP goals and objectives directly aligned to the use of the curriculum and activities in the classroom.

Describe Professional Learning related to this action:

Professional development can be created from knowledge gained from site visits to share experiences and ideas across the staff to increase overall effectiveness of instruction Sub release for teachers.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Materials & Supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our students learning. **NO FOOD, NO INCENTIVES**	2,960.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our students learning.	4,953.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Time for teachers to allow for collaboration and curriculum preparation and site visits to other programs.	8,023.00

\$15,936.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	9.381 %	0 %	2018-2019	7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Goal 2 Participation Rate</p> <p>Students participate in community outings and other Goal 2 outings that may not be tracked in these metrics.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>Our students are Medically Fragile and Severely Handicapped and participate in different types of Goal 2 activities.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

School Clubs will continue and students will have a choice of what clubs they want to join. Work on inclusionary practices with other High Schools.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Setting time aside for teachers to plan clubs and put them into action.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>More Field Trips to expose students to different experiences.</p>	<p>2 ELAC:</p>	<p>3 Staff:</p> <p>Continue with Field Trips and Community Outings.</p>
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Action 1

Title: On-site Activities - Presentations, Exhibits

Action Details:

Setting time aside for teachers to plan clubs and put them into action.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Students will participate in Goal 2 activities to increase exposure and experiences and impact increasing success on IEP goals and objectives

Owner(s):

Principal, Teachers, Classroom Staff

Timeline:

2020-2021 School Year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Students will benefit from engagement activities provided, along with exposure to Goal 2 oriented experiences.

Specify enhanced services for EL students:

Students will benefit from engagement activities provided, along with exposure to Goal 2 oriented experiences.

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

Parents may participate in school outings and field trips to engage with students in Goal 2 experiences

Specify enhanced services for low-performing student groups:

Students will benefit from engagement activities provided, along with exposure to Goal 2 oriented experiences.

Describe Professional Learning related to this action:

Staff planning around Goal 2 engagement activities, sub release provided for teachers to assist in planning and developing activities and experiences for students

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	58.976 %	68.75 %	2018-2019	66.75 %
Suspensions Per 100	1.273 %	0 %	2018-2019	0 %
Graduation Rate		90.698 %	2018-2019	91.698 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Students at this site are medically fragile, contributing to chronic medical and health needs that frequently cause absences.

Student behaviors are supported in classrooms.

Graduation Rate

Suspensions Per 100

Student behaviors are supported in classrooms.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Students at this site are medically fragile, contributing to chronic medical and health needs that frequently cause absences.

Student behaviors are supported in classrooms.

Graduation Rate

Suspensions Per 100

Student behaviors are supported in classrooms.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Information was provided to parents, at this time no incentives were offered.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

In 2020-2021 we will run Monthly Data reviews on student attendance to examine the root cause of chronic absenteeism and reach out to parents.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:
More engagement activities

2 ELAC:

3 Staff:
More engagement activities and communication with Parents.

Action 1

Title: Supplemental Contracts for Classified Employees

[Action Details:](#)

Allocating money to give Spanish/Hmong Speaking Classified Assistants Contracts to promote better communication for Spanish/Hmong Speaking Parents.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Attendance data will be kept in Atlas and used to keep track of attendance records for students

[Owner\(s\):](#)

Principal, Teachers

[Timeline:](#)

2020-2021 School Year

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

Students need to attend school, Home Instruction or a Home Hospital Instructional program anytime their health allows, in order to work towards IEP goals and objectives.

[Specify enhanced services for EL students:](#)

Offering a Supplemental Contract to Classified Employees for Spanish/Hmong translation will promote better attendance and better parent communication.

[Specify enhanced services for low-performing student groups:](#)

Offering a Supplemental Contract to Classified Employees for Spanish/Hmong translation will promote better attendance and better parent communication

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Parent involvement will be in the means of providing information at events such as Back to School Night, Open House, Coffee Hours, Newsletters, School Messengers to share with parents the importance of school attendance.

[Describe Professional Learning related to this action:](#)

Staff will collaborate together and discuss ideas for the most effective ways to offer to increase parent participation and student attendance.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Trainings and Supplemental Parent Communications **NO FOOD, NO INCENTIVES**	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Allocating money to give Spanish/Hmong Speaking Classified Assistants Contracts to promote better communication for Spanish/Hmong Speaking Parents.	2,414.00

\$3,414.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0552 Rata (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Materials & Supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our students learning. **NO FOOD, NO INCENTIVES**	2,960.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies will be purchased for the Unique Curriculum and any other supplemental curriculum that is needed to support our students learning.	4,953.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Time for teachers to allow for collaboration and curriculum preparation and site visits to other programs.	8,023.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Trainings and Supplemental Parent Communications **NO FOOD, NO INCENTIVES**	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Sup			Allocating money to give Spanish/Hmong Speaking Classified Assistants Contracts to promote better communication for Spanish/Hmong Speaking Parents.	2,414.00
\$19,350.00							

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$3,960.00
Sup & Conc	7090	\$10,437.00
LCFF: EL	7091	\$4,953.00
Grand Total		\$19,350.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$15,936.00
G4 - All students will stay in school on target to graduate	\$3,414.00
Grand Total	\$19,350.00