

Ayer Elementary School

10621666101091

Principal's Name: Lynn Rocha-Salazar

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Lynn Rocha-Salazar', written over a horizontal line.

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	55/67	53.02 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	55/67	49.68 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	54/65	42.61 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	54/66	8.33 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	47/67	81.87 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	46/67	17.86 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	41/66	48.42 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	38/67	14.6 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	38/67	85.4 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	46/68	30.87 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	33/68	40.62 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	58/67	4 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	39/68	32.61 %
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	35/68	3.77 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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Number and percentage of unduplicated students not engaged in any

<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	36/67	29.57 %
<input type="checkbox"/>	Elementary	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	9/15	%

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> In order to ensure that students who were not reading on grade level at the end of the year will achieve grade level standards, a three tiered response to intervention system will be implemented beginning with those students in first grade. Tier one and two levels of instruction will be provided by the classroom teacher with the support of an instructional assistant for one hour each day. Tier three instruction will be provided by a part time certificated tutor.</p>		
<p><i>SQII Element:</i> KAIG-Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment.</p>	<p><i>SQII Sub-element(s):</i> 3751, 3752</p>	<p><i>Site Growth Target:</i> 45%</p>	<p><i>Vendor (contracted services)</i> University of Oregon</p>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" 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 2017, 45% of students in Kindergarten will be mastering both the Math and ELA sections of the KAIG. By the end of 2017, 45% of students in first grade will be reading on grade level within this academic year as measured by the BAS and iReady.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <p>DIBELS BPST II BAS testing Interim Assessment AC data iReady data Classroom Observations/Walkthroughs and Feedback</p>		<p><i>Owner(s)</i></p> <p>Certificated Tutor K, 1 Teachers K, 1 Teachers 1st Grade Teachers K, 1 Teachers K, 1 Teachers Admin Team</p>	<p><i>Timeline</i></p> <p>Bi-Weekly Bi-Weekly Quarterly Three times per year Weekly Monthly Weekly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parents will use the parent portal and EduText to help monitor student achievement. Parents will be involved with ELAC and School Site Council to help monitor and move student achievement forward. Parents will participate in Back to School Night, Parent Teacher Conferences, Family Literacy Night and Goal Setting activities as outlined on our School Compact.</p>			

Describe related professional learning:
 Achieve the Core will be utilized to build teacher capacity around reading instruction To include the five elements of reading instruction: phonics, phonemic awareness, fluency, vocabulary, comprehension Understanding Assessment, Progress Monitoring, and Planning for Instruction (CSTP 3, 4, 5)
 Utilizing the Instructional Practice Guide

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Two and one-half hours of integrated literacy instruction including the use of tablets and software programs such as iReady.
 Tier two support provided through differentiated classroom instruction (guided reading with the use of leveled readers) and classroom aide.
 Tier three support provided by a certificated tutor using DIBELS data to plan for instruction utilizing Corrective Reading, Reading Mastery, Read Naturally, Barton Reading, and other supplemental materials and supplies as needed (sand trays, magnetic letters, felt, dry erase boards, etc.)

Specify additional targeted actions for EL students:
 Integrated and Designated ELD instruction.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750			\$32,790
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$500
1	1	Sup & Conc	Instructional Library, Media & Technology	Books & Other Reference				iReady Subscription	\$17,900
1	1	EL	Instruction	Non Capitalized Equipment				Tablets for Instruction	\$22,500
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies	\$29,004
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies	\$12,694

1	1	EL	Instruction	Materials & Supplies				Materials/Supplies	\$16,605
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology/Maintenance	\$8,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets	\$10,000
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials/Supplies (Parent Involvement)	\$1,198
								Total	\$151,191

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> Implement an Integrated Literacy Model that includes Big Ideas and Essential Questions to develop and deliver quarterly culminating tasks aligned with prompts, rubrics and lesson development that supports writing as a process of decision making (FUSD Four Commitments). Grade level teams will deliver common assignments in a lesson progression leading to the culminating task tied to complex text read within the unit of study.</p>		
<i>SQII Element: ELA SBAC</i> <i>Number and percentage of students scoring Standard Not Met or Standard Nearly Met</i>	<i>SQII Sub-element(s): 6142</i>		<i>Site Growth Target:70%</i>
<i>Vendor (contracted services)</i>			
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" 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:</i></p> <p>By June 2017, 60% of students in grades K-6 will pass the Culminating Task as measured by a writing rubric in expository writing. By June 2017, 70% of students in grades K-6 will pass the Culminating Task as measured by a writing rubric in argumentative writing.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Multiple common writing/reading assignments Culminating Tasks Interim Assessments AC common assignment results Classroom observations/walkthroughs and feedback</p>	<p><i>Owner(s)</i></p> <p>K- 6 Teachers K-6 Teachers 1-6 Teachers TK-6 Teachers Admin Team</p>	<p><i>Timeline</i></p> <p>Monthly Quarterly Three times per year Monthly Weekly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Parents will be involved and participate with ELAC, Back to School Night, Open House Presentations, School Site Council Parent Conferences, Parent University courses, Family Literacy Night, Copier Lease, Translating Services, and PTA in order to increase student achievement.</p>		
<p><i>Describe related professional learning:</i></p> <p>Achieve the Core and The Center for the Collaborative Classroom will be utilized to support professional development. Accountable Communities Agendas/Feedback Site Professional Learning on Integrated Literacy</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>All students will participate in the use of complex text, talk, and tasks that integrate reading, writing, listening, speaking and thinking. Additional support to be provided in primary classrooms utilizing Instructional Assistants. Students in TK-3 will participate in Writers Workshop and Author’s Chair and rhetorical writing in grades 4-6. <i>Specify additional targeted actions for EL students:</i> Implementation of Language Progressions, Disaggregate writing and reading data for EL to plan for instruction</p>		

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$8,563
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$8,990
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$9,709

2	1	EL	Instruction	Teacher-Supplemental Salaries				Summer Planning Supplemental Contracts	\$8,111
2	1	EL	Parent Participation	Classified Support-Supplemental				Translating (conferences)	\$1,000
2	1	Sup & Conc	Instruction	Office Equipment Lease				Copier Lease	\$4,000
								Total	\$40,373

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Implementation of an Integrated Literacy Model that includes differentiated instruction to ensure that students scoring moderately below and significantly below California State Standards will achieve grade level standards. Instruction will be provided through the use of both complex text and leveled readers utilizing guided reading strategies, close reading, sign posts (fiction/non-fiction), as well as whole class, small group and independent approaches to reading instruction. Instructional Practice Guide-Literacy IPG 2A, 2B, 2C</p>		
<p><i>SQII Element: ELA SBAC</i> Number and percentage of students scoring Standard Not Met or Standard Nearly Met</p>	<p><i>SQII Sub-element(s): 6142</i></p>	<p><i>Site Growth</i> Target:70%</p>	<p><i>Vendor (contracted services)</i> Curriculum and Associates</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By June of 2017, students scoring Standard Not Meet/Nearly Met will decrease to 70% as measured by SBAC. By June of 2017, 30% of students will be reading on grade level in grades 3-6 as measured by the DRP and iReady.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) School and grade level goal setting Class and individual students will be involved in goal setting activities BPST II BAS testing Interim Assessment</p>		<p><i>Owner(s)</i> Admin. Team & Lead Teachers Teachers/Students K, 1 Teachers K, 1, 2 Teachers</p>	<p><i>Timeline</i> August Monthly Bi-Weekly Quarterly</p>

AC data iReady data Classroom Observations/Walkthroughs and Feedback This year baseline data indicated 10% of students on grade level. In February, diagnostic data indicated that 24% of students were on grade level.	1-6 Teachers K-6 Teachers K-6 Teachers Admin Team	Three times per year Weekly Monthly Weekly
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Explain the Targeted Actions for Parent Involvement (required by Title I):
 Parents will participate and be involved in DELAC and ELAC meetings throughout the year.
 Weekly News (Focus on Literacy)
 Events such as: Parent Teacher Conferences, Family Literacy Nights,
 Goal Setting Reports and Student Success Team Meetings will each include a parent action.

Describe related professional learning: Achieve the Core resources along with the following titles will be utilized for teacher/leader training.
Rigorous Reading by Nancy Frey will be utilized to provide teachers with reading comprehension strategies.
Reading Non-Fiction, Notice & Note by Beers & Probst
Creating an Integrated Approach to Literacy Instruction by Raphael & Heibert

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 All students in grades TK-6 will engage in reading complex text, talk, and tasks provided by a balanced literacy approach to instruction. This includes whole class and small group guided reading instruction utilizing leveled reading resources.
 TK-6 students will have access to online learning opportunities through iReady, after school tutorial, or participation in After School Program.
Specify additional targeted actions for EL students:
 Students will be provided Designated and Integrated ELD time.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SST Days	\$2,370
3	1	EL	Instruction	Teacher-Substitute Salaries				Subs for BAS Assessment	\$5,332
								Total	\$7,702

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	<i>Detail the action:</i> Outline and implement a planning sequence for math instruction TK-6. Identify a major cluster, analyze the quarterly common assessment, deconstruct standard utilizing coherence map, read the math progressions before planning the lesson sequence for the unit, then agree to implementation within grade level Accountable Communities. Instructional Practice Guide-Mathematics IPG 1, 2A, 2B		
<i>SQII Element: Math SBAC</i>	<i>SQII Sub-element(s): 5998</i>	<i>Site Growth Target: 40%</i>	<i>Vendor (contracted services)</i> Teaching Fellows Supplemental Services-Teachers Curriculum Associates
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" 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 June of 2017, 50% of students in grades 1-6 will demonstrate proficiency on the grade level common assessment each quarter as measured by a rubric.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Samples of student work shared at AC meetings Common assessment results Interim assessment data AC teams will also report grade level performance levels each month using growth monitoring tools provided by iReady (Curriculum Associates) data Classroom Observations/Walkthroughs and Feedback This year baseline data indicated 10% of students on grade level. In February, diagnostic data indicated that 21% of students were on grade level.		<i>Owner(s)</i> Teachers Teachers Teachers Teachers/Admin Admin. Team	<i>Timeline</i> Bi-Monthly Bi-Monthly Three times per year Monthly Weekly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parents will use parent portal and EduText to monitor student progress in order to move students forward. They will participate in Family Math Night			
<i>Describe related professional learning:</i> Learning to read and utilize Coherence Maps, Deconstructed Standards and Math Progressions Addressing the Mathematical Practices			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Students will participate in math instruction focused on mathematical practices through the use of math lesson design, lessons online, re-engagement opportunities, coming to consensus, making presentations, use of manipulatives, online Go Math practice, and/or flipped lesson strategies as selected by the teacher. Differentiated instruction supported by Teaching Fellows in grades 4-6.
Specify additional targeted actions for EL students:
 Number Talks, Math Journals, use of math models

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Contract (Intervention)	\$3,488
4	1	EL	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows for 4-6 Math Differentiation	\$3,493
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows 4-6 Math Differentiation	\$7,507
								Total	\$14,488

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 # 5	<p><i>Detail the action:</i> The members of each of our collaborative teams will work interdependently to achieve one or more smart goals that align with our school goals. Teams will identify specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. Ayer teachers will meet weekly in Accountable Communities to answer the four guiding questions with a focus on questions 3 & 4 utilizing common assignments and assessments in ELA & math.</p>		
<p><i>SQII Element:</i> ELA SBAC Number and percentage of students scoring Standard Not Met or Standard Nearly Met Math SBAC Number and percentage of students scoring Standard Met or Standard Exceeded in Math</p>	<p><i>SQII Sub-element(s):</i> 6142, 6169</p>		<p><i>Site Growth Target:</i> ELA 70% Math AC Target 80%</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	

<p><i>Write a SMART Goal to address each data point:</i> By June of 2017, 80% of Accountable Communities will be designated as 'Sustaining' as measured by the Professional Learning Communities at Work Continuum: Effective Communication from Learning By Doing, by DuFour et al. By June of 2017, 80% of Accountable Communities will answer questions 3 & 4 100% of the time.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <p>Progress will be monitored by establishing goals and targets Smart Goal Conferences Lead Teacher Planning Days (2) AC notes Common Assignment & Assessment results, iReady reports in ELA & math Classroom walkthroughs/observations and feedback</p>	<p><i>Owner(s)</i></p> <p>Teacher Teachers/Leaders Lead Teachers & Admin Team Teachers Admin Team</p>	<p><i>Timeline</i></p> <p>Bi-weekly Quarterly Quarterly Bi-weekly Monthly Weekly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Weekly News, Bear Facts. Parents will participate in SST's and parent conferences in order to help move student achievement.</p>		
<p><i>Describe related professional learning: That we could offer differentiated PD -</i> Lead Teacher Meetings (site & region), Learning by Doing by DuFour, et al. CSTP 5 – Assessment CSTP 6 – Developing as a Professional Educator</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Differentiated instruction based on results of assignments or assessments. Lessons may include use of frontloading strategies, re-engagement, re-teaching, or enrichment strategies. <i>Specify additional targeted actions for EL students:</i> Number Talks, Math Journals, use of models & manipulatives Use of Bilingual Instructional Assistants</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$11,028
5	1	Title 1 Basic	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$10,294

5	1	Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$10,213
5	1	EL	Instruction	Teacher-Substitute Salaries				Subs for ILT Planning	\$2,399
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for SMART goal conferences	\$2,401
								Total	\$36,335

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<i>Detail the action:</i> Ayer School will utilize the SQII data to identify EIIS (Early Identification and Intervention System) students in order to align possible resources and interventions such as the Child, Welfare and Assistance Office, Restorative Practices Counselor, or our Marriage/Family Therapist Intern. Other support systems include Girl Power and Boys to Men mentoring opportunities.		
<i>SQII Element: Number and percentage of TK-6 grade students who are chronically absent and have documented evidence of an appropriate attendance intervention</i>	<i>SQII Sub-element(s): 6331</i>	<i>Site Growth Target: 41%</i>	<i>Vendor (contracted services) Family Foundations</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the number of students who are chronically absent and have documented evidence of an appropriate attendance intervention will increase 31.37% to 41.37% as measured by the Early Identification and Intervention System (EIIS).			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Student Attendance rates Student Attendance Goals/Contracts CWA Referrals Team meeting with the CWA Officer, Counselor and Intern,		<i>Owner(s)</i> Teacher Office Assistant Child, Welfare Attendance	<i>Timeline</i> Daily Weekly As needed

	Home School Liaison Admin Team	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parent Attendance Meetings, Abriendo Puertas-parenting class, and Parent University.</p>		
<p><i>Describe related professional learning:</i> Ayer Staff will participate in Restorative Practices training for two days and an additional eight hours.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> On Site Counseling by MFT Intern, Referral to Child, Welfare & Attendance, Academic Intervention, On-Site Mentors, Noontime Assistant to organize intra-mural sports or activities</p>		
<p><i>Specify additional targeted actions for EL students:</i> Bilingual CWA and Home-School Liaison to work in support of students and their families</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			\$9,922
6	2	EL	Instructional Administration of Special Projects	Other Classified-Supplemental				NTA- Lunch Time Activities	\$4,300
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Evaluation Fee (Counseling)	\$274
6	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Counseling Services	\$13,680
								Total	\$28,176

Domain		<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates					
Action # 7		Detail the action: Ayer School will implement MAC/CHAMPS, hold weekly class meetings, assign written reflections, implement the Second Step Curriculum, and continue the Peer Mediators program to maintain a low suspension rate, increase time on task and increase student ownership of their work in a culture of learning and high expectations.							
SQII Element: Suspension		SQII Sub-element(s): 6302		Site Growth Target: 2%					
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" 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 June of 2017, the number of office referrals will decrease by 10% as measured by quarterly reports. By June of 2017, the number of suspensions will decrease to 2% as measured on Atlas.									
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Behavior/Suspension Reports SQII data Plan for instruction and recognize those that demonstrate positive school behaviors. Office referrals/Atlas entries Number of resolved conflicts on campus Student and Staff survey results.			Owner(s) Teachers/Leaders Admin Team Teachers Admin Team Lab Aide Admin Team	Timeline Quarterly Daily Weekly Monthly Monthly Annually					
Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be involved and participate by joining the Classroom visitations, volunteering, and Watch D.O.G.S Program. Parents will also assist in the planning of campus activities that will enable Ayer to grow our culture of learning with high expectations.									
Describe related professional learning: Safe and Civil School Training (STOIC), Peer Mediation Training, Restorative Practices									
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Weekly Classroom Meetings, Student Council, Peer Mediation, Restorative Practices									
Specify additional targeted actions for EL students:									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3750			\$9,219

7	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract (Safe Civil)	\$1,600
7	2	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Extr				Extra time Lab Aide	\$1,100
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time HSL	\$1,000
7	2	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies (PBS Incentives)	\$1,500
								Total	\$14,419

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	<p><i>Detail the action:</i> The vignettes from the ELA/ELD Framework will be utilized to demonstrate effective integrated and designated ELA/ELD instruction in order to ensure that EL students have full access to grade-level curriculum in all content areas and to ensure that ELs simultaneously develop levels of English proficiency in order to experience success with tasks and text. Ayer School will implement additional designated ELD time for the 40 primary students currently identified.</p>					
<i>SQII Element:</i> EL Re-designation	<i>SQII Sub-element(s):</i> 6338 Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were re-designated in the current year		<i>Site Growth Target:</i> 40%		<i>Vendor (contracted services)</i> Teaching Fellows Supplemental Contracts-Teachers	
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>					
<i>Write a SMART Goal to address each data point:</i> By the Spring of 2017, 40.61% of students will be re-designated as measured by the EL Goal Setting Report.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Progress will be monitored by using the Instructional Practice Guide				<i>Owner(s)</i> Admin Team		<i>Timeline</i> Weekly

EL Goal Setting Reports		Teachers/Leaders	Quarterly
BAS scores		Teachers	Quarterly
iReady		Teachers	Monthly
Classroom walkthroughs/observations and feedback		Admin Team	Weekly
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Teacher/Student/Parent Data Chat by September, ELAC and DLAC meetings.			
<i>Describe related professional learning:</i> ELA/ELD Framework			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Teaching Fellows to provide instruction as planned by EL lead teacher(s), CELDT testing by classroom teachers Fifth Grade (13), Fourth Grade (10), Third Grade (8)			
<i>Specify additional targeted actions for EL students:</i> Additional small group designated ELD time based on individual student data			
Budgeted Expenditures			
Action	Domain	Fund	Budget
8	3	EL	Instruction
			Teacher-Substitute Salaries
			Subs for CELDT Testing
			\$3,700
8	3	EL	Instruction
			Teacher-Supplemental Salaries
			Supplemental Contract for ELD Plan
			\$700
8	3	Title 1 Basic	Instruction
			Teacher-Supplemental Salaries
			Supplemental contract for ELD Plan
			\$700
8	3	EL	Instruction
			Prof/Consulting Svc & Operating
			Teaching Fellows
			Teaching Fellows for ELD Plan
			\$3,472
8	3	Title 1 Basic	Instruction
			Prof/Consulting Svc & Operating
			Teaching Fellows
			Teaching Fellows for ELD Plan
			\$2,072
			Total
			\$10,644

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time. District Support Services:

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$55,088 *
7090	LCFF Supplemental & Concentration	\$166,706
7091	LCFF for English Learners	\$81,534
TOTAL 2016/17 ON-SITE ALLOCATION		\$303,328

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,198
Remaining Title I funds are at the discretion of the School Site Council	\$53,890
Total Title I Allocation	\$55,088

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 0020 Ayer Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies	12,694.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies (Parent Involvement)	1,198.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375		32,790.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	29,004.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology/Maintenance	8,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Tablets	10,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
1	1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			: iReady Subscription	17,900.00
1	1	EL	Instruction	Mat & Supp			Materials/Supplies	16,605.00
1	1	EL	Instruction	Nc-Equipment			: Tablets for Instruction	22,500.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,990.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,709.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,563.00
2	1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
2	1	EL	Instruction	Teacher-Supp			Summer Planning Supplemental Contracts	8,111.00
2	1	EL	Parent Participation	Cls Sup-Sup			Translating (conferences)	1,000.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST Days	2,370.00
3	1	EL	Instruction	Teacher-Subs			Subs for BAS Assessment	5,332.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract (Intervention)	3,488.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows 4-6 Math Differentiation	7,507.00
4	1	EL	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows for 4-6 Math Differentiation	3,493.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SMART goal conferences	2,401.00
5	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		11,028.00
5	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,294.00
5	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,213.00
5	1	EL	Instruction	Teacher-Subs			Subs for ILT Planning	2,399.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% Evaluation Fee (Counseling)	274.00
6	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Counseling Services	13,680.00
6	2	EL	Instructional Administration of Sp	Oth Cls-Supp			NTA- Lunch Time Activities	4,300.00
6	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		9,922.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Extra Time HSL	1,000.00
7	2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract (Safe Civil)	1,600.00
7	2	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies (PBS Incentives)	1,500.00
~			Other Instructional Resources	Cl&Tech-Reg		0.375		~ 212.00

7	2	Sup & Conc	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.375	9,219.00
7	2	Sup & Conc	Other Instructional Resources	CI&Tech-Ext		Extra time Lab Aide	1,100.00
8	3	Title 1 Basic	Instruction	Teacher-Supp		Supplemental contract for ELD Plan	700.00
8	3	Title 1 Basic	Instruction	Cons Svc/Oth		Teaching Fellows : Teaching Fellows for ELD Plan	2,072.00
8	3	EL	Instruction	Teacher-Subs		Subs for CELDT Testing	3,700.00
8	3	EL	Instruction	Teacher-Supp		Supplemental Contract for ELD Plan	700.00
8	3	EL	Instruction	Cons Svc/Oth		Teaching Fellows : Teaching Fellows for ELD Plan	3,472.00
							\$303,328.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,088.00
Sup & Conc	7090	\$166,706.00
EL	7091	\$81,534.00
Grand Total		\$303,328.00

Domain Totals	Budget Totals
Academic	\$250,089.00
Culture & Climate	\$10,644.00
Social/Emotional	\$42,595.00
Grand Total	\$303,328.00

E.1. Assurances


The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees 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.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve 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.
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.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lynn Rocha-Salazar	X				
2. Chairperson - Marla La Borde		X			
3. Jackie Esquivel		X			
4. Debbie Rowley		X			
5. Errin Toplovec		X			
6. Angel Martinez				X	
7. Margarita Arreola				X	
8. Anastasia French				X	
9. Karen Lee				X	
10. Doug Deffeback				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" 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: <i>Ayer</i>			
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	Lynn Rocha-Salazar		<i>4/1/16</i>
SSC Chairperson	Marla La Borde	<i>Marla La Borde</i>	<i>4-1-16</i>

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