

Lawless Elementary School

10621666102016

Principal's Name: Deborah Schlueter

Principal's Signature: 

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

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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 :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<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	39/67	14.44 %
<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	39/67	85.56 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	38/66	16.22 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	64/68	47.62 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" 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	49/68	36.93 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	61/64	33.33 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	44/68	19.23 %
<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	38/68	32.81 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	22/67	22.54 %

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	<i>Detail the action: Students will be provided mathematic instruction that reflects the shifts of the CCSS around focus, coherence, and rigor. Students will be provided opportunities to productively struggle and persevere in reasoning and solving problems. Students will develop and use the skills of the 8 mathematical practices.</i>		
SQII Element: 6169 Math SBAC	SQII Sub-element(s): 6160 and 6381	Site Growth Target: 25% Increase number of students scoring Standard Met or Standard Exceeded on the math SBAC to 25%	Vendor (contracted services) Teaching Fellows
<input checked="" type="checkbox"/> New <input type="checkbox"/> Action On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point: By June 2017, 25% of students will score standard met or standard exceeded on the math SBAC, and the number of students scoring standard not met or standards nearly met on the math SBAC will decrease to 75%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> • Illuminate Interim Assessments • Go Math Chapter Tests and Performance Tasks • AC Common Formative Assessments • Grades • Quarterly math fact fluency assessments • RTI • Daily progress monitoring (walkthroughs, feedback, reflective conversations) • Classroom observations/feedback 		Owner(s) Administration Teachers	Timeline Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I): The school will hold a family math night. Each teacher will review each student's progress at the fall parent conferences. Parents will receive student's test scores following each assessment administration. Parents will be encouraged to be kept up to date via Edu-Text.

Describe related professional learning: Teachers will participate in the following professional learning:

- *Common formative assessments*
- *CCSS Instructional shifts including focus, coherence, and rigor, and the 8 mathematical practices*
- *Math Talks*
- *Challenging content*
- *Student ownership in thinking*
- *Technology utilization*
- *Real life problem solving/application*
- *Peer observations and co-teaching*

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

- *Go math curriculum*
- *Calculators*
- *Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices*
- *Web-based learning subscriptions and/or publications*
- *RTI*
- *Individual goal setting*
- *Increase digital literacy of students in alignment with the State Standards for Technology*
- *Real life problem solving and application*
- *Math manipulatives*
- *Materials and supplies*
- *Supplemental contracts for planning*
- *SSTs to plan interventions based on progress monitoring*
- *Awards and incentives for academic achievement*
- *Substitute teachers for teacher walkthroughs*

Specify additional targeted actions for EL students:

Additional supports for problem solving including academic vocabulary. Students will be given daily opportunities to speak about math.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental materials and supplies	\$13,575
Total									\$13,575

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	<i>Detail the action: The school will implement a comprehensive reading support and intervention program to improve foundational reading skills and comprehension with an emphasis on early learning and development to ensure students are reading on grade level or beyond by third grade.</i>		
<i>SQII Element: 6590 Reading by third grade</i>	<i>SQII Sub-element(s): 6035 and 6381</i>		<i>Site Growth Target: 30%</i>
<i>Vendor (contracted services) Teaching Fellows</i>			
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point: By June 2017, the number of third grade students who are ELA grade level on-track/ready will increase to 30% as measured by DRP.</i>			
<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>
<i>Teachers and students will set and monitor quarterly goals utilizing:</i>		<i>Administration</i>	<i>Quarterly</i>
<ul style="list-style-type: none"> • KAIG • BAS • Quarterly BPST • Quarterly fluency assessments • Illuminate interim assessments • DRP • Quarterly Common Assignments • Grades • AC common formative assessments 		<i>Teachers</i>	

<ul style="list-style-type: none"> • <i>Daily progress monitoring (walkthroughs, feedback, reflective conversations)</i> • <i>Classroom observations/feedback</i> 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>The school will hold a parent reading night.</i> • <i>Each teacher will review each student’s reading levels and scores at the fall parent conferences.</i> • <i>Parents will receive student’s test scores following each DRP assessment.</i> • <i>Parents will be encouraged to be kept up to date utilizing Edu-Text.</i> • <i>A minimum of 4 SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions.</i> • <i>Cellphone service will be provided to communicate with parents</i> • <i>Copier lease contract to provide parent communication for parent meetings and events</i> 		
<p><i>Describe related professional learning:</i> <i>Teachers will participate in the following professional learning:</i></p> <ul style="list-style-type: none"> • <i>Common formative assessments</i> • <i>Early learning strategies</i> • <i>Guided reading</i> • <i>Increasing complex text, task, and talk</i> • <i>Effective feedback</i> • <i>Peer observations and co-teaching</i> • <i>Differentiated Instruction</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>All students in grades 1-6 will participate in RTI sessions through a deployment model with the teachers providing the intervention to the lowest performing groups and Teaching Fellows supporting the highest performing groups.</i> • <i>Increase the digital literacy of students in alignment with the State Standards for Technology by having students utilizing tablets at least once a week</i> • <i>Kindergarten students will receive differentiated small-group instruction based on identified needs provided by teacher, instructional assistants and/or Teaching Fellows</i> • <i>SSTs to plan interventions based on progress monitoring</i> • <i>Write Tools planning and strategies</i> • <i>Leveled readers for guided reading</i> • <i>Chapter books/text sets</i> 		

- *Rich complex texts for RIRA lessons*
- *Awards and incentives for academic achievement*
- *Substitute teachers for teacher walkthroughs*
- *Professional learning books*
- *Individual goal setting*
- *Supplemental contracts for planning*
- *Interpreters to support parents*
- *Resource counseling assistant*
- *Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices*
- *Web-based learning subscriptions and/or publications*
- *Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction, and reading intervention program. –*

Specify additional targeted actions for EL students:

- *Integrated and designated ELD instruction*
- *Build capacity and application of academic language*
- *Targeted reading, writing, listening, and speaking instruction according to student CELDT scores*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for teacher walk-throughs	\$5,141
2	1	EL	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for planning -EL	\$2,905
2	1	EL	Parent Participation	Classified Support-Supplemental				Language interpreters	\$1,410

2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for planning	\$8,718
2	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting for parent meetings	\$470
2	1	Title 1 Basic	Instruction	Materials & Supplies				Supplies/support action #2 - NO Food or Incentives	\$1,964
2	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Ricoh lease agreement	\$660
2	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	\$46,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$14,294
2	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parental Participation - NO Food or Incentives	\$388
2	1	Sup & Conc	Instructional Supervision & Administration	Communications				Cellphone service	\$300
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$1,000
Total									\$83,250

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Materials & Supplies				Supplemental materials and supplies for EL	\$9,674
3	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows - EL	\$10,972
3	1	EL	Instruction	Non Capitalized Equipment				Technology for EL	\$5,000

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	<i>Detail the action: Students will receive designated and integrated EL instruction. The school will also provide after school intervention for students who are identified as long term English Learners and at risk English Learners according to EL Redesignation Goal Setting report.</i>		
SQII Element:6338 EL redesignation		SQII Sub-element(s): 4020	Site Growth Target: 75%
Vendor (contracted services) Teaching Fellows			
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June of 2017, the number of students considered long term EL will decrease by 75 %.			
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"> • BAS • DRP • Illuminate Interim Assessments • Quarterly Common Assignments • Fluency • Quarterly BPST • Grades • Quarterly Individualized Instruction Plan (IIP) Reviews • CELDT • Frequent formative assessments as measured by AC SMART goals • Daily progress monitoring (walkthroughs, feedback, reflective conversations) • Classroom observations/feedback 		Owner(s) Administration Teachers	Timeline Quarterly
Explain the Targeted Actions for Parent Involvement (required by Title I): The school will hold academic awards assemblies including EL redesignation recognition. Each teacher will review each student’s reading levels and scores at the fall parent conferences. Parents will receive student’s test scores following each assessment administration. Parents will receive test scores following each CELDT assessment. Parents will be encouraged to kept up to date via Edu-Text.			
Describe related professional learning: Teachers will participate in the following professional learning: <ul style="list-style-type: none"> • Integrated and Designated EL instruction • ELD standards • Levels of ELD support 			

<ul style="list-style-type: none"> • Text and task complexity • RTI • Write Tools • Making Thinking Visible • Speaking and Listening strategies 									
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> • Daily designated EL instruction • Daily integrated EL instruction • Inclusion of complex text, task, and talk • Daily writing about reading • Daily speaking and listening opportunities in all lessons • After school intervention for varying ELD levels • CELDT assessors • Interpreters/babysitting for parental involvement • Supplemental contracts for planning • Materials and supplies • Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices • Web-based learning subscriptions and/or publications 									
3	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$900
								Total	\$26,546

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	Detail the action:					
SQII Element:3684 Suspension			SQII Sub-element(s): 6109 and 6302		Site Growth Target: 100%	Vendor (contracted services) On-site counseling
<input type="checkbox"/> New	<input checked="" type="checkbox"/>	Action On-going	Reasoning: <input checked="" type="checkbox"/>	Data <input type="checkbox"/>	Research-based <input type="checkbox"/>	Local Knowledge/Context <input type="checkbox"/>

<p><i>Write a SMART Goal to address each data point: By June 2017, the number of students who had at least one suspension incident in the previous semester and have not had a suspension incident in the current semester will increase to 100%.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>Behavior entries in ATLAS</i> • <i>OLWEUS/Second Step class meeting verification</i> • <i>Suspensions</i> • <i>Expulsions</i> • <i>Office referrals</i> • <i>Referrals to counselor</i> • <i>SSTs</i> • <i>Daily progress monitoring (walkthroughs, feedback, reflective conversations)</i> • <i>Classroom observations/feedback</i> 	<p><i>Owner(s)</i> <i>Administration</i> <i>Teachers</i> <i>On-site counselor</i> <i>Parents</i></p>	<p><i>Timeline</i> <i>Quarterly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Parent contact for positive and negative behaviors. Daily contracts home for students with chronic behaviors.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>SEL learning</i> • <i>CHAMPS</i> • <i>OLWEUS</i> • <i>Safe and Civil protocol for defiance</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Resource counseling assistant</i> • <i>Lion's Den</i> • <i>OLWEUS class meetings</i> • <i>Second Step</i> • <i>ROARS expectations</i> • <i>Incentives</i> • <i>Good behavior activities</i> • <i>Materials and supplies</i> 		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500			\$41,319
Total									\$41,319

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 # 5	Detail the action: Teachers will call homes of students who are chronically absent when they are absent from school and the contact will be documented in ATLAS. Chronically absent students will be referred to counseling services on campus and/or an SST will be scheduled. The school will implement a school-wide reward/incentive attendance program for daily classroom attendance, the class with the highest weekly attendance, and students with perfect attendance.		
SQII Element: 6331 Chronic absenteeism		SQII Sub-element(s): 5959	
		Site Growth Target: 90%	Vendor (contracted services) On-site counseling
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By June 2017, the percentage of students who are chronically absent and have documented evidence of an appropriate attendance intervention will increase to 90% and the number of students who are chronically absent at the end of the previous semester who are no longer chronically absent in the current semester will decrease to 5%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s)	Timeline
<ul style="list-style-type: none"> ATLAS A2A attendance data SQII data 		Administration Teachers Parents	Weekly Monthly Quarterly
Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be invited to A2A conferences in an effort to improve attendance and support parents. The teachers will make phone calls home to students classified as chronically absent. Parents will be invited to awards ceremonies celebrating perfect attendance. Students who have perfect attendance will be invited to good behavior assemblies after school.			

Describe related professional learning:

- Utilization of School Messenger
- Data Analysis and monitoring of attendance

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

- Awards and incentives
- Resource counseling assistant
- Lion’s Den
- Interpreters for parental involvement
- On-site counseling
- Materials and supplies

Specify additional targeted actions for EL students:

- Interpreters for parent conferences

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support SPSA action #5	\$4,700
Total									\$4,700

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: The school will build a culture of connectedness through relationships and diverse experiences and opportunities to support students to discover, nurture, and pursue passions in and out of the classroom.</i>		
<i>SQII Element: 5944 Student engagement</i>		<i>SQII Sub-element(s): 2080 and 3031</i>	
		<i>Site Growth Target: 10%</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point: By June 2017, the percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will decrease to 10 % as measured by ATLAS Goal 2 engagement entries.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s) Administration</i>	<i>Timeline Monthly</i>

<ul style="list-style-type: none"> • Goal 2 Participation in ATLAS • Elective wheel rosters • OLWEUS class meeting logs • Athletic rosters • Music class rosters • Saturday sports camp roster 	Teachers Coaches Culture and Climate team	Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): The school will hold a multicultural night once a year. The school will also partner with North Pointe Church for Saturday sports camp and a summer block party</i></p>		
<p><i>Describe related professional learning: The staff will participate in quarterly social emotional learning, which may include the regional culture and climate specialist.</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Monthly Saturday sports camp • Clubs • Multicultural night • Kindness week • Grade level performances • Student leadership • Student jobs • Peach Blossom • Science Olympiad • Certificates/Awards • On-site counseling 20 hours/week • Materials and supplies will be provided to support elective wheel program 		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee for on-site counselor	\$548

6	3	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	On-site counselor 20 hours/week	\$27,360
6	3	Sup & Conc	Instruction	Materials & Supplies				Elective wheel	\$200
								Total	\$28,108

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

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$39,448 *
7090	LCFF Supplemental & Concentration	\$127,189
7091	LCFF for English Learners	\$30,861
		\$197,498
TOTAL 2016/17 ON-SITE ALLOCATION		\$197,498

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$858
Remaining Title I funds are at the discretion of the School Site Council	\$38,590
Total Title I Allocation	\$39,448

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 0295 Lawless K-8 (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and supplies	13,575.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for planning	8,718.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Supplies/support action #2 - NO Food or Incentives	1,964.00
2	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	470.00
2	1	Title 1 Basic	Parent Participation	Mat & Supp			Parental Participation - NO Food or Incentives	388.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher walk-throughs	5,141.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology	14,294.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	46,000.00
2	1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
2	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh lease agreement	660.00
2	1	Sup & Conc	Instructional Supervision & Admir	Communicatio			: Cellphone service	300.00
2	1	EL	Instruction	Teacher-Supp			Supplemental contracts for planning -EL	2,905.00
2	1	EL	Parent Participation	Cls Sup-Sup			Language interpreters	1,410.00
3	1	EL	Instruction	Mat & Supp			Supplemental materials and supplies for EL	9,674.00
3	1	EL	Instruction	Nc-Equipment			Technology for EL	5,000.00
3	1	EL	Instruction	Subagreements			Teaching Fellows : Teaching Fellows - EL	10,972.00
3	1	EL	Instruction	Direct-Other			CELDT Assessors	900.00
4	2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750		41,319.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support SPSA action #5	4,700.00
6	3	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee for on-site counselor	548.00
6	3	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On-site counselor 20 hours/week	27,360.00
6	3	Sup & Conc	Instruction	Mat & Supp			: Elective wheel	200.00

\$197,498.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,448.00
Sup & Conc	7090	\$127,189.00
EL	7091	\$30,861.00
Grand Total		\$197,498.00

Domain Totals	Budget Totals
Academic	\$123,371.00
Culture & Climate	\$28,108.00
Social/Emotional	\$46,019.00
Grand Total	\$197,498.00

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 - Deborah Schlueter	X				
2. Chairperson - Michelle Lawson				X	
3. Vice Chairperson - Aaron Acevedo				X	
4. Bree Moench				X	
5. Ethel Thomas				X	
6. Cynthia Saldana				X	
7. Kelly Goulet		X			
8. Kim Buford		X			
9. Stephanie Ortiz		X			
10. Heather Trahan		X			
11. Meredith Farnsworth			X		
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	Deborah Schlueter		
SSC Chairperson	Michelle Lawson		

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