

**Leavenworth Elementary School**

10621666111256

Principal's Name: Erica Piedra

Principal's Signature:



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

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

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

# 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	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	58/67	53.97 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	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	57/67	50.48 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	56/66	58 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	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	46/66	10.22 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	42/66	44 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	49/67	44.44 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the	43/68	26.9 %

Rate

current year

### 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	<a href="#">6381</a>	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	4/68	54.31 %

### 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	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	46/64	50 %

### 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	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	58/67	42.71 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	48/67	1.65 %

Instructional Superintendent Approval :  No  Yes | Approval Date : 

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b> <input type="checkbox"/> Rates	<input checked="" type="checkbox"/> <i>1. Academic – Performance/Growth/Completion/Retention/Graduation</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<p><b>Action # 1</b></p>	<p><i>Detail the action:</i> An analysis of our data shows that it is imperative to remain focused on ensuring that students are able to read, comprehend, and respond to grade level text, by the end of third grade. This also aligns with our regional action. To meet this goal, the following actions will be taken:</p> <ul style="list-style-type: none"> <li>• The site will provide targeted instruction and interventions focused on foundational reading skills and phonemic awareness, to support struggling readers. Four Teaching Fellows, under the direction and supervision of the Resource Teacher, will be used to assist with targeted intervention.</li> <li>• SQII indicators will be monitored to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed.</li> <li>• The staff will participate in the i3 WestEd professional development focused on the implementation of the ELA/ELD Framework.</li> <li>• Classroom instruction will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework.</li> <li>• Teachers, in collaboration with their AC Teams, will continue to identify text complexity and use identified texts to create complex tasks aligned to depth of CCSS.</li> <li>• The site will continue to implement school wide close reading comprehension strategies such as:                             <ul style="list-style-type: none"> <li>○ Notice &amp; Note</li> <li>○ Ann Leavenworth Grade Level Close Reading Agreements</li> <li>○ Making Thinking Visible</li> </ul> </li> <li>• School wide structures for complex talk</li> </ul>		

<p><i>SQII Element: Reading by Third Grade</i></p>	<p><i>SQII Sub-element(s): Grade Level Proficiency (6032), Disproportionality (6062)</i></p>	<p><i>Site Growth Target: 40%</i></p>	<p><i>Vendor (contracted services)</i>  <b>California Teaching Fellows                  Imagination Station (IStation)                  Reading A-Z                  More Starfall</b></p>
<p><input type="checkbox"/> <i>New Action</i>    <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> <i>Data</i>    <input type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point: By the end of the 2016/17 school year, the percentage of students reading at grade level will reach 40 percent (40%), as measured by SQII indicator 6590. Students in each individual grade level will increase reading proficiency as demonstrated by:</i></p> <ol style="list-style-type: none"> <li><b>1. Eighty percent (80%) of kindergarten students will meet the BAS/SEL end of year benchmark.(level D)</b></li> <li><b>2. Eighty (80%) of first grade students will meet the BAS/SEL end of year benchmark (level J).</b></li> <li><b>3. The percentage of second and third grade students scoring significantly below grade level, as measured by DRP, will decrease by 10% (as determined by SQII indicator 3787).</b></li> </ol>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><b>1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)</b></li> <li><b>2. BAS/SEL, TKAIG, and DRP assessment results</b></li> <li><b>3. District and grade level benchmark assessment profiles</b></li> <li><b>4. Student/teacher goal setting and monitoring</b></li> <li><b>5. English Learner Review Team (ELRT)</b></li> <li><b>6. Atlas/SQII Beta Tool</b></li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><b>1. Administrators</b></li> <li><b>2. Teachers</b></li> <li><b>3. Teachers/Admin</b></li> <li><b>4. Teachers</b></li> <li><b>5. Resource Teacher</b></li> <li><b>6. Administrators</b></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><b>1. Ongoing</b></li> <li><b>2. Quarterly</b></li> <li><b>3. Fall and Spring</b></li> <li><b>4. Ongoing</b></li> <li><b>5. Fall and Spring</b></li> <li><b>6. Ongoing</b></li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li><b>• Each teacher will specifically review each student’s reading levels, goals, and scores at the fall parent conference.</b></li> <li><b>• Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students’ progress. The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.</b></li> <li><b>• Translators will be provided for parent meetings and parent teacher conferences, as needed.</b></li> <li><b>• Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.</b></li> </ul>			

- **To encourage reading at home, additional library hours will be provided to allow students and parents additional access to reading material.**
- **To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized.**
- **Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings. The Resource Teacher will facilitate and participate in the meetings.**
- **Fall and Spring Book Fairs will be held to promote student literacy.**

*Describe related professional learning:*

- **Ongoing Professional Learning opportunities to refine the implementation of:**
  - **ELA/ELD Framework (i3 grant Leading with Learning – West Ed training)**
  - **Close Reading Strategies in all subject areas**
  - **Complex text, task, and talk.**
  - **Integrated and Designated ELD instruction in all subject areas**
  - **Thinking Maps**
- **PL will be provided, as necessary, to address the teaching of foundational reading skills, phonemic awareness, Interactive Read Aloud, and Guided Reading.**
- **The Resource Teacher will work with individual teachers and AC teams to analyze data, develop action plans, and create lessons.**
- **Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions.**
- **Quarterly data analysis using site developed assessment profiles**
- **Supplemental contracts will be available for additional planning time and professional learning.**

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

- **Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:**
  - **District adopted language arts curriculum**
  - **Rigorous text, as identified by the site established Text Complexity Tool**
  - **Close Reading Strategies**
  - **Complex text, task, and talk**
  - **Integrated ELD instruction**
  - **Thinking Maps**

- **Interactive Read Alouds**
  - **Guided Reading**
  - **Students in grades K-3, scoring significantly below established benchmarks, may be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or Teaching Fellows. The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.**
  - **Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.**
  - **To increase student literacy and comprehension, approved software and internet subscriptions (i.e. IStation, Reading A-Z, More Starfall) will be utilized to support the individualized needs of students.**
  - **An after school tutorial homework center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified staff to assist students in the tutorial homework center.**
  - **Supplemental books and reading material will be purchased to support student literacy and reading instruction, in English and Spanish.**
  - **To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.**
  - **To address the increased rigor of the Common Core State Standards and accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.**
  - **Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.**
  - **Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.**
  - **Additional materials and resources may be printed using FUSD's Graphics Department.**
  - **Rewards and incentives may be provided for academic improvement and achievement.**
- Specify additional targeted actions for EL students:*
- **The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.**



- **Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.**
- **Additional training to address the needs of EL students will provided to teachers by West Ed. Supplemental contracts, that is aligned to the training, will be provided for staff planning.**
- **A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students.**
- **An after school tutorial homework center will be provided to selected EL students to provide support and assistance with homework.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	0.4125		Support for EL students and parents - Actions 1, 2, 3, 4, 5, 6, 7	\$25,356
1	1	EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	0.3375		Support for EL students and parents - Actions 1, 2, 3, 4, 5, 6, 7	\$20,745
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Technician, Libr Media- Elem	0.0750		Additional library time - Actions 1, 2, 4, 5	\$4,476
1	1	EL	Instructional Library, Media & Technology	Classified Support-Regular	Technician, Libr Media- Elem	0.0500		Additional library time - Actions 1, 2, 4, 5	\$2,985
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for training, planning and collaboration. - Actions 1, 2, 3, 4, 5	\$457
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for ELA planning and collaboration - Actions 1, 2, 4, 5	\$697
1	1	Sup & Conc	Instruction	Instr Aide-Supplemental				After School Tutoring - Actions 1, 2, 5	\$2,000

1	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Babysitting for parent meetings - Actions 1, 2, 4, 5, 6	\$205
1	1	EL	Parent Participation	Classified Support-Supplemental				Interpreters for parent conferences - Actions 1, 2, 4, 5, 6	\$412
1	1	EL	Attendance & Social Work Services	Classified Support-Extra Time				Extra time for parent meetings - 1, 2, 3, 4, 5, 6	\$418
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for SSTs - Actions 1, 2, 3, 4, 5, 6	\$513
1	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for parent meetings -Actions 1, 2, 4, 5, 6	\$205
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies to support parent involvement. -Actions 1, 2, 5	\$300
1	1	EL	Instruction	Materials & Supplies				Materials and supplies to support EL students - Actions 1, 2, 4	\$1,934
1	1	Sup & Conc	Instruction	Books & Other Reference				Reading A-Z, Imagination Station (IStation), More Starfall-Online subscriptions ELA - Actions 1, 2, 4, 5	\$5,800
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support student instruction - Actions 1, 2, 5	\$7,000
1	1	Sup & Conc	Instruction	Copier Maintenance				Copying to support reading/ELA - Actions 1, 2, 4, 5, 7	\$4,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support ELA - Actions 1, 2, 4, 5	\$2,221

1	1	Title 1 Basic	Instruction	Books & Other Reference				Reading A-Z, Imagination Station (IStation), More Starfall-Online subscription - Actions 1,2, 5	\$2,000
1	1	EL	Instruction	Books & Other Reference				Reading A-Z, Imagination Station (IStation), More Starfall-Online subscriptions for EL students - Actions 1, 2, 4, 5	\$4,077
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Four Teaching Fellows to focus on literacy - Actions 1, 2	\$35,693
<b>Total</b>									<b>\$121,494</b>

<b>Domain</b>	<input checked="" 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 type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 2</b>	<p><i>Detail the action:</i> <b>To increase the percentage of students who meet or exceed standards on the ELA portion of the SBAC, we will continue to focus upon our students’ ability to read, comprehend, and respond to grade level text.</b></p> <ul style="list-style-type: none"> <li>• <b>The staff will participate in professional development focused on the implementation of the ELA/ELD Framework.</b></li> <li>• <b>Classroom instruction will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework.</b></li> <li>• <b>SQII indicators will be monitored to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed.</b></li> <li>• <b>Teachers, in collaboration with their AC Teams, will continue to identify text complexity and use identified texts to create complex tasks.</b></li> <li>• <b>School wide structures for complex talk will be utilized.</b></li> <li>• <b>The site will continue to implement school-wide close reading comprehension strategies, as outlined in Notice &amp; Note, implement the established Ann Leavenworth Grade Level Close Reading Agreements, and implement strategies from Making Thinking Visible.</b></li> </ul>		

<ul style="list-style-type: none"> <li>Targeted instruction and interventions, focused on foundational reading skills and phonemic awareness, will be provided to support struggling readers.</li> </ul>			
<i>SQII Element: ELA (SBAC)</i>	<i>SQII Sub-element(s): Standard Met/Exceeded (5926), Standard Not Met/Nearly Met (6142), Achievement Gap (5997)</i>	<i>Site Growth Target: 39%</i>	<i>Vendor (contracted services) California Teaching Fellows Imagination Station (IStation) Reading A-Z More Starfall</i>
<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 type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point: The percentage of students that meet or exceed standards on the 2017 ELA SBAC, will increase to 39%, as measured by SQII indicator 5926.</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> <ol style="list-style-type: none"> <li><b>Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)</b></li> <li><b>DRP assessment results</b></li> <li><b>Interim and grade level benchmarks assessments</b></li> <li><b>Student/teacher goal setting and monitoring</b></li> <li><b>English Learner Review Team</b></li> <li><b>Atlas/SQII Beta Tool</b></li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><b>Administrators</b></li> <li><b>Teachers</b></li> <li><b>Teachers/Admin</b></li> <li><b>Teachers</b></li> <li><b>Resource Teacher</b></li> <li><b>Administrators</b></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><b>Ongoing</b></li> <li><b>Quarterly</b></li> <li><b>Fall and Spring</b></li> <li><b>Ongoing</b></li> <li><b>Fall and Spring</b></li> <li><b>Ongoing</b></li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li><b>Each teacher will specifically review each student’s reading levels, goals, and scores at the fall parent conference.</b></li> <li><b>Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students’ progress. The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.</b></li> <li><b>To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized.</b></li> <li><b>Translators will be provided for parent meetings and parent teacher conferences, as needed.</b></li> </ul>			

- **Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.**
- **To encourage reading at home, additional library hours will be provided to allow students and parents additional access to reading material.**
- **Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.**
- **Fall and Spring Book Fairs will be held to promote student literacy.**

*Describe related professional learning:*

- **Ongoing Professional Learning opportunities to refine the implementation of:**
  - **ELA/ELD Framework (West Ed Training)**
  - **Close Reading Strategies in all subject areas**
  - **Complex text, task, and talk.**
  - **Integrated and Designated ELD Instruction in all subject areas**
- **PL will be provided, as necessary, to address the teaching of foundational reading skills.**
- **The Resource Teacher will work with individual teachers and AC teams to analyze data, develop action plans, and create lessons.**
- **Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions.**
- **Quarterly data analysis**
- **Supplemental contracts will be available for additional planning time and professional learning.**

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

- **Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:**
  - **District adopted language arts curriculum**
  - **Rigorous text, as identified by the site established Text Complexity Tool**
  - **Close Reading Strategies**
  - **Complex text, task, and talk**
  - **Integrated ELD instruction**
  - **Thinking Maps**
- **Students in grades 3-6, scoring significantly below established benchmarks, may be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or Teaching Fellows. The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.**

- **Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.**
- **To increase student literacy and comprehension, approved software and internet subscriptions (i.e. IStation, Reading A-Z, More Starfall) will be utilized to support the individualized needs of students.**
- **Supplemental books and reading material, in both English and Spanish, will be purchased to support student literacy and reading instruction.**
- **To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.**
- **To address the increased rigor of the Common Core State Standards and accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.**
- **Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.**
- **Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.**
- **Additional materials and resources may be printed using FUSD's Graphics Department.**
- **An after school homework center will be provided to selected students to provide support and assistance with homework.**
- **Rewards and incentives may be provided for academic improvement and achievement.**

*Specify additional targeted actions for EL students:*

- **The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.**
- **Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.**
- **Additional training to address the needs of EL students will provided to teachers by West Ed. Supplemental contracts will be provided for staff participating on non-duty days.**
- **A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional interventions to identified EL students.**
- **An after school homework center will be provided to selected EL students to provide support and assistance with homework.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Parent Participation	Classified Support-Supplemental				Interpreters for parent conferences - Actions 1, 2, 4, 5	\$412
2	1	Sup & Conc	Parent Participation	Direct-Graphics (Dr)				Graphics - Actions 1, 2, 3, 4, 5, 6, 7	\$250
2	1	Title 1 Basic	Instruction	Books & Other Reference				Reading A-Z, Imagination Station (IStation), More Starfall-Online subscription - Actions 1, 2, 5	\$2,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology upgrades and replacement - Actions 1, 2, 4	\$39,458
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Tech maintenance - Actions 1, 2, 3, 4	\$400
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support instruction - Actions 1, 2, 4	\$7,000
2	1	Sup & Conc	Instruction	Books & Other Reference				Reading A-Z, Imagination Station (IStation), More Starfall-Supplemental literature to support ELA - Actions 1, 2, 4, 5	\$2,000
2	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies to promote parent involvement - Actions 1, 2, 3, 4, 6	\$250
								<b>Total</b>	<b>\$51,770</b>

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
<b>Action # 3</b>	<p><i>Detail the action:</i> <b>To increase the percentage of students who meet or exceed standards on the Math portion of the SBAC, we will continue to focus upon our students’ ability to read, comprehend, and respond to grade level text.</b></p> <ul style="list-style-type: none"> <li>• The staff will be provided with professional learning opportunities regarding the implementation of the Go Math curriculum.</li> <li>• Classroom instruction will focus on complex text, task, and talk that is aligned with common core math instruction.</li> <li>• SQII indicators will be monitored to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed.</li> <li>• Teachers, in collaboration with their AC Teams, will continue to create lessons and assessments that align to the eight mathematical practices.</li> <li>• Teachers, in collaboration with their AC Teams, will create and review common assessments to identify the instructional needs of students.</li> </ul>		
<i>SQII Element:</i> <b>SBAC – Math</b>	<i>SQII Sub-element(s):</i> <b>Standard Met/Exceeded (6169), Standard Not Met/Nearly Met (6160), Achievement Gap (5998)</b>	<i>Site Growth Target:</i> <b>35%</b>	<i>Vendor (contracted services)</i> <b>Imagination Station (IStation)</b>
<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>	
<p><i>Write a SMART Goal to address each data point:</i> <b>The percentage of students that meet or exceed standards on the 2017 Math SBAC, will increase to 35%, as measured by SQII indicator 6169.</b></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><b>Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)</b></li> <li><b>Grade level common assessments</b></li> <li><b>Interim assessments</b></li> <li><b>Student/teacher goal setting and monitoring</b></li> <li><b>Atlas/SQII Beta Tool</b></li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><b>Administrators</b></li> <li><b>Teachers</b></li> <li><b>Teachers</b></li> <li><b>Teachers</b></li> <li><b>Administrators</b></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><b>Ongoing</b></li> <li><b>Ongoing</b></li> <li><b>Fall and Spring</b></li> <li><b>Fall and Spring</b></li> <li><b>Ongoing</b></li> </ol>



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

- **Each teacher will specifically review each student's math levels, goals, and scores at the fall parent conference.**
- **Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress. The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.**
- **To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized.**
- **Translators will be provided for parent meetings and parent teacher conferences, as needed.**
- **Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.**
- **Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.**

*Describe related professional learning:*

- **The staff will be provided with professional learning opportunities regarding the implementation of the Go Math curriculum.**
- **Ongoing professional learning will be provided that focuses on complex text, task, and talk that is aligned with common core math instruction.**
- **Teachers, in collaboration with their AC Teams, will continue to create lessons and assessments that align to the common core grade level standards and utilize the eight mathematical practices.**
- **Teachers, in collaboration with their AC Teams, will create and review common assessments to identify the instructional needs of students.**

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

- **Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the eight mathematical practices. Instruction will incorporate the following, as appropriate:**
  - **Students will be instructed using the district adopted Go Math Curriculum.**
  - **Use of manipulatives to aid in mathematical problem solving**
  - **Close Reading Strategies**
  - **Complex text, task, and talk.**
  - **Integrated ELD instruction**
- **In order to meet grade level standards in math; students must be able to proficiently read, write, and explain their thinking. As a result, students in grades K-6, scoring significantly below established benchmarks, may be provided with**

targeted reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or Teaching Fellows. The Teaching Fellows will be under the supervision and guidance of the Resource Teacher.

- Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.
- An after school homework center will be provided to selected students to provide support and assistance with homework.
- To increase student's mathematical skills and understanding, approved software and internet subscriptions, such as IStation, will be utilized to support the individualized needs of students.
- To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- To address the increased rigor of the Common Core State Standards and accommodate our large staff, an additional copy machine will be leased. The additional machine will accommodate the printing of quality complex texts, the building of frequent common formative assessments, and continued student support through the printing of primary source materials and Thinking Maps. This will provide students with consistent opportunities to engage with complex texts, facilitate close reading, and text annotation.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
- Additional materials and resources may be printed using FUSD's Graphics Department.
- Rewards and incentives may be provided for academic improvement and achievement.

*Specify additional targeted actions for EL students:*

- The English Learner Review Team (ELRT) will meet in the fall and spring to review student progress, data, and to create and monitor action plans. Subs will be made available so teachers can attend.
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional interventions, in support of English literacy, to identified English Learners.
- An after school homework center will be provided to selected English Learners to provide support and assistance with homework.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Planning Sub for math planning and collaboration - Actions 3, 5	\$114
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for math planning and collaboration - Actions 3, 5	\$465
3	1	Sup & Conc	Instruction	Instr Aide-Supplemental				After School Tutoring - Actions 3, 5	\$1,176
3	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Babysitting for parent meetings- Action 3, 5, 6	\$205
3	1	EL	Instruction	Instr Aide-Supplemental				After school math tutoring for EL students - Actions 3, 4, 5	\$2,826
3	1	EL	Parent Participation	Classified Support-Supplemental				Interpreters for parent meetings - 3, 4, 5, 6	\$176
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for SSTs - Actions 1, 2, 3, 4, 5, 6	\$513
3	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting for parent meetings - Actions 3, 5, 6	\$205
3	1	Sup & Conc	Instruction	Copier Maintenance				Copying to support math instruction - Actions 2, 5	\$1,200
3	1	Sup & Conc	Instruction	Books & Other Reference				Reading A-Z, Imagination Station (Station), More Starfl-Online subscriptions - Math - Actions 3, 5	\$2,000
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support instruction - Actions 3, 5	\$5,650

3	1	Sup & Conc	Parent Participation	Materials & Supplies			Materials and supplies to support parent involvement - Actions 3, 5	\$200	
								Total	\$14,730

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
<b>Action # 4</b>	<p><i>Detail the action:</i></p> <ul style="list-style-type: none"> <li><b>To align to our regional action of increasing the redesignation rate of English Learners, focusing on the progress of long term EL students, the staff will participate in professional learning that is focused on the ELD and ELA standards. The training will be funded by the district through the i3 Grant and supplied by Leading with Learning (WestEd). The staff will apply their learning to strengthen ELD instruction. Teachers will be provided with site funded supplemental contracts to participate in training and for additional planning time.</b></li> <li><b>An English Language Review Team consisting of: the classroom teacher, Resource Teacher, and site administrators will meet in the fall and spring to review the progress of English Learners in grades TK-6. During the meetings, data will be reviewed and action plans will be developed to ensure students are meeting redesignation benchmarks. Substitute teachers will be provided, as needed.</b></li> </ul>		
	<p><i>SQII Element:</i> <b>English Learner</b></p>	<p><i>SQII Sub-element(s):</i> <b>English Proficiency Growth (6017), Borderline to Eligibility Pool (5990), Borderline to Redesignation Within 365 Days (5968), Continuously Enrolled Redesignation Rate (6338)</b></p>	<p><i>Site Growth Target:</i> 42%</p>
<p><input type="checkbox"/> New Action    <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</p>	
<p><b>Write a SMART Goal to address each data point: By the end of the 2016/17 school year, the number and percentage of EL students who have been continuously enrolled for five years or more and were redesignated in the current year will increase to forty-two percent (42%), as measured by SQII indicator 6338.</b></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><b>1. CELDT assessment results</b></p>		<p><i>Owner(s)</i></p> <p><b>1. Resource Teacher</b></p>	<p><i>Timeline</i></p> <p><b>1. Ongoing 2. Fall and Spring</b></p>

<ol style="list-style-type: none"> <li>2. Student/teacher goal setting and monitoring (CELDT Chats and DRP goal setting)</li> <li>3. English Learner Review Team (ELRT)</li> <li>4. DRP results for English Learners</li> <li>5. SBAC results for English Learners</li> <li>6. ATLAS and SQII monitoring</li> </ol>	<ol style="list-style-type: none"> <li>2. Teachers</li> <li>3. Resource Teacher</li> <li>4. Resource Teacher/Admin</li> <li>5. Resource Teacher/Admin</li> <li>6. Administrators</li> </ol>	<ol style="list-style-type: none"> <li>3. Fall and Spring</li> <li>4. Fall and Spring</li> <li>5. Fall</li> <li>6. Ongoing</li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <b>The Bilingual Resource Counseling Assistant and the Home School Liaison will provide translation to communicate CELDT progress to parents.</b></li> <li>• <b>Parents will be notified regarding CELDT results, EL status, and redesignation.</b></li> <li>• <b>The redesignation process and redesignation updates will be given to parents at meetings such as: Parent Coffee Hours, ELAC, and School Site Council.</b></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <b>Ongoing Professional Learning opportunities to refine the implementation of:</b> <ul style="list-style-type: none"> <li>○ ELA/ELD Framework (West Ed Training)</li> <li>○ Close Reading Strategies in all subject areas</li> <li>○ Complex text, task, and talk.</li> <li>○ Integrated and Designated ELD Instruction in all subject areas</li> </ul> </li> <li>• <b>The Resource Teacher will serve as the CELDT assessment coordinator and provide PL regarding the administration of the CELDT.</b></li> <li>• <b>The Resource Teacher will provide professional learning focused on the consistent progress and redesignation of EL students, through the implementation of the ELA/ELD Framework.</b></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <b>Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.</b></li> <li>• <b>The Resource Teacher and contracted CELDT Assessors will work in conjunction with teachers to administer the annual CELDT assessment.</b></li> <li>• <b>Classroom teachers will provide Integrated and Designated ELD instruction.</b></li> </ul>		

- **A Teaching Fellow will work in conjunction with the Resource Teacher to provide additional intervention to identified EL students.**
- **To increase student literacy and comprehension, approved software and internet subscriptions will be utilized to support the individualized needs of EL students.**
- **Supplemental books and reading material will be purchased to support student literacy and reading instruction for EL students.**
- **Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction for EL students in all subject areas and intervention program needs.**

*Specify additional targeted actions for EL students:*

- **The Resource Teacher will monitor CELDT growth to identify, plan, and facilitate appropriate interventions for EL students.**

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.3500		Resource Teacher - Actions 1, 2, 3, 4	\$40,416
4	1	EL	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.6500		Resource Teacher - Actions 1, 2, 3, 4	\$75,057
4	1	EL	Instruction	Teacher-Substitute Salaries				ELRT Subs - Action 4	\$708
4	1	EL	Instruction	Teacher-Supplemental Salaries				Supplemental EL planning and collaboration - Actions 1, 2, 4	\$9,105
4	1	EL	Instruction	Instr Aide-Supplemental				After School Tutoring for EL students - Actions 1, 2, 4, 5	\$3,525
4	1	EL	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	One Teaching Fellow to work with EL students. Actions 1, 2, 4	\$8,923

4	1	EL	Instruction	Books & Other Reference			Reading A-Z, Imagination Station (IStation), More Starfall-Supplemental books to support EL - Actions 1, 2, 5	\$3,500
4	1	EL	Instruction	Direct-Other (Dr)			CELDT Assessors - Action 4	\$3,500
Total								\$144,734

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
<b>Action # 5</b>	<p><i>Detail the action:</i> <b>To ensure that students are prepared for the rigors of middle school; school wide instruction, policies, and strategies that lead to student success will be aligned to the following:</b></p> <ul style="list-style-type: none"> <li>○ Common Core State Standards</li> <li>○ Safe and Civil Schools</li> <li>○ Restorative Practices</li> <li>○ Student engagement activities</li> </ul> <p><b>Ongoing professional learning will be provided, as needed, to address identified needs. Activities and opportunities for positive interactions will be reviewed and implemented to increase student connections to school.</b></p>		
	<p><i>SQII Element:</i> <b>Middle School Readiness</b></p>	<p><i>SQII Sub-element(s):</i> <b>Middle School Rigorous Coursework Eligibility Rate (6402), EIIS Green Zone Rate (6381)</b></p>	<p><i>Site Growth Target:</i> <b>35%</b></p>
<p><input checked="" type="checkbox"/> New Action    <input type="checkbox"/> On-going</p>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><b>In 2016-17, the percentage of sixth grade students that meet the criteria for the Middle School Rigorous Coursework Eligibility Rate, as measured by SQII indicator 6402, will increase to thirty-five percent (35%).</b></p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><b>1. Review of relevant SQII indicators (student GPA, attendance, suspensions)</b></li> <li><b>2. Teacher/student data review and goal setting</b></li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><b>1. Administrators and Teachers</b></li> <li><b>2. Teachers</b></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><b>1. Ongoing</b></li> <li><b>2. Quarterly</b></li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <b>Each teacher will specifically review each student’s academic levels, goals, and scores at the fall parent conference.</b></li> <li>• <b>Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students’ progress. The Home School Liaison and Bilingual Resource Counseling Assistant will help facilitate communication, as needed.</b></li> <li>• <b>To increase parent awareness and usage of the Parent Portal, Edutext, and school website; flyers, posters, school messenger, and Coffee Hours will be utilized.</b></li> <li>• <b>Translators will be provided for parent meetings and parent teacher conferences, as needed.</b></li> <li>• <b>Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.</b></li> <li>• <b>Parents will be included in Student Success Team (SST) meetings. During the SST meetings, attendance, student progress, and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.</b></li> <li>• <b>A school or district representative will schedule regular meetings with the parents of students that are classified as Chronic or Severe Chronic.</b></li> <li>• <b>The Home School Liaison and Bilingual Resource Counselor will contact parents and do home visits, as necessary, to promote positive attendance and address academic concerns.</b></li> <li>• <b>The Home School Liaison and Bilingual Resource Counselor will communicate with parents in their primary language, as needed.</b></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <b>Ongoing Professional Learning opportunities to refine the implementation of:</b> <ul style="list-style-type: none"> <li>○ <b>The district adopted Go Math curriculum</b></li> <li>○ <b>ELA/ELD Framework (WestEd Training)</b></li> <li>○ <b>Close Reading Strategies in all subject areas</b></li> <li>○ <b>Complex text, task, and talk.</b></li> <li>○ <b>Integrated and Designated ELD Instruction in all subject areas</b></li> <li>○ <b>Safe and Civil Schools</b></li> <li>○ <b>Restorative Practices</b></li> </ul> </li> </ul>		



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

- **Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:**
  - **District adopted curriculum**
  - **Rigorous text, as identified by the site established Text Complexity Tool**
  - **Close Reading Strategies**
  - **Complex text, task, and talk**
  - **Designated and Integrated ELD instruction**
  - **Thinking Maps**
- **Class meetings will be held to foster and build positive relationships between students and adults.**
- **The Principal, VP, Home School Liaison, and Bilingual Resource Counseling Assistant will conference with students that have Chronic or Severe Chronic attendance.**
- **Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.**
- **Rewards and incentives may be provided for improved attendance.**

*Specify additional targeted actions for EL students:*

- **Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.**

<b>Domain</b>	<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
<b>Action # 6</b>	<p><i>Detail the action:</i> <b>Data shows there is a correlation between consistent attendance and academic achievement. Since many of our students that are not meeting grade level standards also have poor attendance, it is imperative that we continue to takes steps to improve student attendance. To address this issue, the following actions will be taken:</b></p> <ul style="list-style-type: none"> <li>• <b>The office staff will monitor attendance and work with parents to improve student attendance.</b></li> <li>• <b>The Home School Liaison and Bilingual Resource Counseling Assistant will communicate with parents and do home visits, to address students attendance issues.</b></li> <li>• <b>Goal 2 activities will be provided to further connect students to school.</b></li> <li>• <b>Class meetings will be held to foster and build positive relationships between students and adults.</b></li> <li>• <b>Attendance contracts and incentives will be utilized to promote student attendance.</b></li> </ul>		

<p><i>SQII Element: Chronic Absenteeism</i></p>	<p><i>SQII Sub-element(s): Chronic Absenteeism Rate (5942), Attendance Growth (5959), Attendance Retention (5963)</i></p>	<p><i>Site Growth Target: 5%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i>    <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning: <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</i></p>	
<p><b>Write a SMART Goal to address each data point: By the end of the 2016/17 school year, the percentage of K-6 grade students that are Chronic or Severe Chronic in attendance will decrease to 5% as measured by SQII indicator 5942.</b></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><b>1. Utilization of ATLAS and SQII to monitor attendance</b></li> <li><b>2. To ensure parents are appropriately informed regarding the importance of school attendance, parent attendance at A2A meetings will be logged into ATLAS.</b></li> <li><b>3. Goal 2 Participation will be entered into ATLAS and monitored on the SQII</b></li> <li><b>4. Weekly class meetings will be logged</b></li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><b>1. Office Staff and Principal</b></li> <li><b>2. Office Staff</b></li> <li><b>3. VP</b></li> <li><b>4. Teachers</b></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><b>1. Ongoing</b></li> <li><b>2. Ongoing</b></li> <li><b>3. Ongoing</b></li> <li><b>4. Weekly</b></li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li><b>• A school or district representative will schedule regular meetings with the parents of students that are classified as Chronic or Severe Chronic.</b></li> <li><b>• The Home School Liaison and Bilingual Resource Counselor will contact parents and do home visits, as necessary, to promote positive attendance.</b></li> <li><b>• The Home School Liaison and Bilingual Resource Counselor will communicate with parents in their primary language, as needed.</b></li> <li><b>• Attendance will be discussed with parents during Parent Teacher Conferences and SST Meetings.</b></li> </ul>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><b>• Ongoing PL in Safe and Civil Schools strategies and Restorative Practices to help connect students to school, resulting in improved attendance.</b></li> <li><b>• The Restorative Practices Counselor will consult with teacher and work with students to promote student connectedness to the school.</b></li> </ul>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>			

- The Principal, VP, Home School Liaison, and Bilingual Resource Counseling Assistant will conference with students that have Chronic or Severe Chronic attendance.
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies.
- Goal 2 activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend Goal 2 activities.
- Rewards and incentives may be provided for improved attendance.

*Specify additional targeted actions for EL students:*

**The Home School Liaison and Bilingual Resource Counseling Assistant will contact the parents of EL students and do home visits, as necessary, to promote positive attendance.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		Parent communication - Actions 1, 2, 3, 4, 5, 6, 7	\$13,781
6	2	Title 1 Basic	Attendance & Social Work Services	Travel				Mileage for home visits - Actions 5, 6	\$150
Total									\$13,931

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
<b>Action # 7</b>	<p><i>Detail the action:</i> To build on the student’s sense of school connectedness, we will continue the following actions:</p> <ul style="list-style-type: none"> <li>• Increased participation in Goal 2 activities will be encouraged.</li> <li>• Climate and Culture team will work with staff and students to identify and implement additional Goal 2 Opportunities.</li> <li>• A Teaching Fellow will manage a Noon Sports league, plan and implement structured recess activities, and positively interact with students.</li> <li>• Additional supervision will be provided to promote positive interactions and student safety.</li> </ul>		

<ul style="list-style-type: none"> <li>• <b>Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide, to provide a positive school climate and culture.</b></li> <li>• <b>The Restorative Practices Counselor and Bilingual Resource Counseling Assistant will work with staff and students to promote positive relationships and activities.</b></li> <li>• <b>Talent Time elective sessions will be offered in the spring.</b></li> </ul>			
<i>SQII Element: Student Engagement</i>	<i>SQII Sub-element(s): Overall Student Participation (2080), Opportunity Index (5946)</i>	<i>Site Growth Target: 90%</i>	<i>Vendor (contracted services) California Teaching Fellows</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i>  <b>By the end of the 2016/17 school year, the percentage of students that responded 'Most of the time' or 'All of the time' to 'I feel like I am part of this school?' will increase to 90%, as measured by SQII indicator 395.</b></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><b>1. Student survey responses to reviewed every spring</b></li> <li><b>2. Classroom Meetings and Second Step lesson logs</b></li> <li><b>3. Climate and Culture Team Meetings to address concerns and create action plans</b></li> <li><b>4. Goal 2 opportunities and participation to be logged on Atlas</b></li> <li><b>5. Review of Goal 2 data</b></li> </ol>		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li><b>1. Principal</b></li> <li><b>2. Teachers</b></li> <li><b>3. Climate and Culture Team</b></li> <li><b>4. VP</b></li> <li><b>5. Administrators</b></li> </ol>	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <li><b>1. Yearly</b></li> <li><b>2. Monthly</b></li> <li><b>3. Monthly</b></li> <li><b>4. Monthly</b></li> <li><b>5. Ongoing</b></li> </ol>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <b>Coffee hours, workshops, and meetings will be scheduled to provide parents with information regarding Classroom Meetings, Safe and Civil Schools programs and strategies, and Restorative Practices.</b></li> <li>• <b>Additional supervision will be provided before school, after school, and at school events to positively interact with families and provide additional safety and security.</b></li> <li>• <b>Parents will be provided with opportunities to volunteer at the school site. These opportunities may include:</b> <ul style="list-style-type: none"> <li>○ <b>Teaching a “Talent Time” class</b></li> <li>○ <b>Volunteering in the classroom</b></li> <li>○ <b>Chaperoning on field trips</b></li> <li>○ <b>Volunteering for events such as Science Olympiad</b></li> <li>○ <b>PR Reward Day Supervision and assistance</b></li> </ul> </li> </ul>			

*Describe related professional learning:*

- **Ongoing PL in Safe and Civil Schools strategies and Restorative Practices.**
- **A district provided Restorative Practices Counselor will work with individual teachers, grade levels, and the staff to implement and refine restorative practices and strategies.**

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

- **A Teaching Fellow will be assigned to manage the Noontime Sports League, organize and facilitate structured recess activities, and positively interact with students during their recess time.**
- **Additional supervision will be provided before school, after school, and at school events to positively interact with students and provide additional safety and security. Safety equipment such as: cones, vests, two-way radios, etc., may be purchased, as needed.**
- **Weekly classroom meetings will be conducted to develop and promote positive interactions.**
- **Second Step Lessons will be taught weekly to equip students with conflict resolution skills.**
- **Materials and supplies may be purchased to support Goal 2 activities.**
- **The Bilingual Resource Counseling Assistant will work with the district provided Restorative Practices Counselor to meet with identified students to provide positive behavior strategies and interventions.**
- **Six week long “Talent Time” elective sessions will be held the third and fourth quarters. Staff members, a Teaching Fellow, and community volunteers will teach the classes.**
- **Goal 2 activities will be planned to engage students in art, activities, and athletics. Subs will be provided, as needed to allow teachers to attend Goal 2 activities.**
- **Rewards and incentives may be provided to promote student connection to the school.**

*Specify additional targeted actions for EL students:*

**The Bilingual Resource Counseling Assistant and Home School Liaison will be provided time to positively interact with EL students during recess and lunch time.**

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Ancillary Services	Other Classified-Supplemental				Additional supervision - Action 7	\$4,933

7	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating		Teaching Fellows	One Teaching Fellow for student engagement and Goal 2 activities. Actions 6, 7	\$8,923
7	3	Sup & Conc	Other Instructional Resources	Direct-Maintenance (Dr)			Maintenance to ensure a safe environment - Action 6, 7	\$200
							Total	\$14,056

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

Leavenworth - 0305

**ON-SITE ALLOCATION**

3010	Title I	\$58,825 *
7090	LCFF Supplemental & Concentration	\$163,587
7091	LCFF for English Learners	\$138,303
		\$360,715
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$360,715</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,280
Remaining Title I funds are at the discretion of the School Site Council	\$57,545
Total Title I Allocation	\$58,825

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 0305 Leavenworth Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - Actions 1, 2, 3, 4, 5, 6	513.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Reading A-Z, Imagination Station (IStation), More Starfall-Online subscription - Actions 1, 2, 5	2,000.00
1	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings -Actions 1, 2, 4, 5, 6	205.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for training, planning and collaboration. - Actions 1, 2, 3, 4, 5	457.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for ELA planning and collaboration - Actions 1, 2, 4, 5	697.00
1	1	Sup & Conc	Instruction	Ins Aide-Sup			After School Tutoring - Actions 1, 2, 5	2,000.00
1	1	Sup & Conc	Instruction	Bks & Ref			Reading A-Z, Imagination Station (IStation), More Starfall-Online subscriptions ELA - Actions 1, 2, 4, 5	5,800.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student instruction - Actions 1, 2, 5	7,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support ELA - Actions 1, 2, 4, 5	2,221.00
1	1	Sup & Conc	Instruction	Copier Maint			Copying to support reading/ELA - Actions 1, 2, 4, 5, 7	4,000.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Four Teaching Fellows to focus on literacy - Actions 1, 2	35,693.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Technician, Libr Media-Elem	0.075	Additional library time - Actions 1, 2, 4, 5	4,476.00
1	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings - Actions 1, 2, 4, 5, 6	205.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent involvement. -Actions 1, 2, 5	300.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.413	Support for EL students and parents - Actions 1, 2, 3, 4, 5, 6, 7	25,356.00
1	1	EL	Instruction	Bks & Ref			Reading A-Z, Imagination Station (IStation), More Starfall-Online subscriptions for EL students - Actions 1, 2, 4, 5	4,077.00
1	1	EL	Instruction	Mat & Supp			Materials and supplies to support EL students - Actions 1, 2, 4	1,934.00
1	1	EL	Instructional Library, Media & Te	Cls Sup-Reg	Technician, Libr Media-Elem	0.050	Additional library time - Actions 1, 2, 4, 5	2,985.00
1	1	EL	Parent Participation	Cls Sup-Sup			Interpreters for parent conferences - Actions 1, 2, 4, 5, 6	412.00
1	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.338	Support for EL students and parents - Actions 1, 2, 3, 4, 5, 6, 7	20,745.00
1	1	EL	Attendance & Social Work Service	Cls Sup-Ext			Extra time for parent meetings - 1, 2, 3, 4, 5, 6	418.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Reading A-Z, Imagination Station (IStation), More Starfall-Online subscription - Actions 1, 2, 5	2,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology upgrades and replacement - Actions 1, 2, 4	39,458.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Reading A-Z, Imagination Station (IStation), More Starfall-Supplemental literature to support ELA - Actions 1, 2, 4, 5	2,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction - Actions 1, 2, 4	7,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			Tech maintenance - Actions 1, 2, 3, 4	400.00
2	1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies to promote parent involvement - Actions 1, 2, 3, 4, 6	250.00
-	-	-	Parent Participation	Direct-Graph				250.00



2	1	Sup & Conc	Parent Participation	Direct-Graph			Graphics - Actions 1, 2, 3, 4, 5, 6, 7	250.00
2	1	EL	Parent Participation	Cls Sup-Sup			Interpreters for parent conferences - Actions 1, 2, 4, 5	412.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - Actions 1, 2, 3, 4, 5, 6	513.00
3	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings - Actions 3, 5, 6	205.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Planning Sub for math planning and collaboration - Actions 3, 5	114.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for math planning and collaboration - Actions 3, 5	465.00
3	1	Sup & Conc	Instruction	Ins Aide-Sup			After School Tutoring - Actions 3, 5	1,176.00
3	1	Sup & Conc	Instruction	Bks & Ref			: Reading A-Z, Imagination Station (Station), More Starfall-Online subscriptions - Math - Actions 3, 5	2,000.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction - Actions 3, 5	5,650.00
3	1	Sup & Conc	Instruction	Copier Maint			: Copying to support math instruction - Actions 2, 5	1,200.00
3	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings- Action 3, 5, 6	205.00
3	1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies to support parent involvement - Actions 3, 5	200.00
3	1	EL	Instruction	Ins Aide-Sup			After school math tutoring for EL students - Actions 3, 4, 5	2,826.00
3	1	EL	Parent Participation	Cls Sup-Sup			Interpreters for parent meetings - 3, 4, 5, 6	176.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.350	Resource Teacher - Actions 1, 2, 3, 4	40,416.00
4	1	EL	Instruction	Teacher-Regu	Teacher, Elementary	0.650	Resource Teacher - Actions 1, 2, 3, 4	75,057.00
4	1	EL	Instruction	Teacher-Subs			ELRT Subs - Action 4	708.00
4	1	EL	Instruction	Teacher-Supp			Supplemental EL planning and collaboration - Actions 1, 2, 4	9,105.00
4	1	EL	Instruction	Ins Aide-Sup			After School Tutoring for EL students - Actions 1, 2, 4, 5	3,525.00
4	1	EL	Instruction	Bks & Ref			: Reading A-Z, Imagination Station (IStation), More Starfall-Supplemental books to support EL - Actions 1, 2, 5	3,500.00
4	1	EL	Instruction	Direct-Other			CELDT Assessors - Action 4	3,500.00
4	1	EL	Instruction	Cons Svc/Oth			Teaching Fellows : One Teaching Fellow to work with EL students. Actions 1, 2, 4	8,923.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	Parent communication - Actions 1, 2, 3, 4, 5, 6, 7	13,781.00
6	2	Title 1 Basic	Attendance & Social Work Service	Travel			Mileage for home visits - Actions 5, 6	150.00
7	3	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : One Teaching Fellow for student engagement and Goal 2 activities. Actions 6, 7	8,923.00
7	3	Sup & Conc	Other Instructional Resources	Direct-Maint			Maintenance to ensure a safe environment - Action 6, 7	200.00
7	3	Sup & Conc	Ancillary Services	Oth Cls-Supp			Additional supervision - Action 7	4,933.00

\$360,715.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,825.00
Sup & Conc	7090	\$163,587.00
EL	7091	\$138,303.00
<b>Grand Total</b>		<b>\$360,715.00</b>

Domain Totals	Budget Totals
Academic	\$332,728.00
Culture & Climate	\$14,056.00
Social/Emotional	\$13,931.00
<b>Grand Total</b>	<b>\$360,715.00</b>

E.1. Assurances

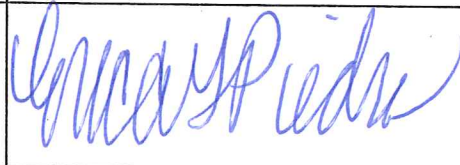

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Erica Piedra</b>	X				
2. <b>Chairperson - Rosa Flores</b>				X	
3. <b>Gilda Zarate-Gonzalez</b>				X	
4. <b>Sandra Gutierrez</b>				X	
5. <b>Hugo Morales</b>				X	
6. <b>Shannon Mann</b>				X	
7. <b>Rossana Iraheta</b>		X			
8. <b>Tiffani Billings</b>		X			
9. <b>Martha Soto</b>		X			
10. <b>Gloria Drake</b>			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input checked="" type="checkbox"/> ELAC voted to fold into the SSC - Date <b>1/19/16</b>			

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

E.3. Required Signatures

<b>School Name:</b> Leavenworth Elementary			
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	Erica Piedra		3/29/16
SSC Chairperson	Rosa Flores		3/29/16

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