

Lowell Elementary School

10621666006373

Principal's Name: Miguel Naranjo

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 type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	61/67	55.17 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	58/67	51.63 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	51/66	42 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	48/66	53 %
<input 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	36/66	16.67 %

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	53/68	30.14 %
		EL	3- Borderline to Redesignation		Number and percentage of English Learner 1st grade-12th grade		48.65

<input type="checkbox"/>	Elementary	Redesignation	Within 365 Days	5968	students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	37/67	%
--------------------------	------------	---------------	-----------------	----------------------	---	-------	---

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	42/68	38.61 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input 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	65/68	10.17 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	62/68	91.86 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	57/68	19.8 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	56/67	5.56 %
<input 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	45/68	27.16 %
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	42/68	4.29 %

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	62/67	44.31 %

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:</i> All kindergarten students will be reading on grade level by the end of kindergarten.		
<i>SQII Element:</i> 6062 – Reading by Third Grade	<i>SQII Sub-element(s):</i> Borderline Eligibility Pool	<i>Site Growth Target:</i> 26.4%	<i>Vendor (contracted services)</i> 1. University of Oregon – DIBELS 2. Fountas/Pinnell 3. Teaching Fellows
<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>
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the end of year KAIG will show a 10% reduction from 36.4% in the number of Kindergarten students not reading on grade level.			
<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"> KAIG will be administered quarterly to progress monitor students in Kindergarten. BAS will be administered quarterly to progress monitor students in Kindergarten who are reading and by 3rd quarter for non-readers. DIBELS assessments will be administered weekly to progress monitor students in Reading Intervention. Weekly AC Meetings focused on strategies used for increasing reading, writing, and comprehension skills. Monthly ILT Meetings focused on analysis of student work Teachers will conduct data chats with students to review academic progress. Common Formative Assessments to assess progress on reading standards 		<i>Owner(s)</i> <ul style="list-style-type: none"> Teachers Intervention Teacher Principal VP 	<i>Timeline</i> KAIG and BAS assessments will begin in September of 2016 and end in June of 2017. DIBELS assessment will begin in October of 2016.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> Teachers will review the results of the reading assessments with parents during Parent/Teacher Conferences. Quarterly progress reports will be sent home to inform parents of their student’s academic progress which includes current KAIG results and BAS levels. 			

- School wide implementation of EFFORT reading logs will encourage students to read at home as part of their nightly homework assignment.
- Workshops for parents to help with reading and writing at home.

Describe related professional learning:

- Professional Development on how to effectively implement Guided Reading practices to target reading skills at students' instructional levels.
- Professional Development on strategic grouping for targeted instruction based on KAIG/BAS data.
- Professional Development on how to integrate reading foundational skills and application during small group reading instruction.
- Professional Development on classroom management to best maximize time during small group reading instruction.
- Professional Development in the areas of Phonics, Phonemic Awareness, and Fluency will be provided to the Teaching Fellows to best meet the needs of students in Reading Intervention.
- Staff collaboration, planning, and analysis of reading results during AC Meetings.
- Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students.

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

- All students will receive daily of Guided Reading instruction that is targeted at their instructional reading level. Instruction will include Phonics, Phonemic Awareness, and Fluency with letter name/sound recognition and sight words. In addition, students will apply basic reading skills using leveled readers.
- Students will be grouped for instruction based on KAIG/BAS results. Guided Reading instruction will be 60 minutes daily with a minimum of 4 rotations. Reading groups will be fluid with the intent that students are continuously moving up and within in their reading levels.
- Teachers are given 24 trade books to be used with the RIRA strategy to develop students' oral language, academic vocabulary, and reading comprehension skills.
- Students will engage in RIRA.
- Arts and Music will be integrated during the Literacy Block.
- Guided Reading materials will include Rigby Leveled Readers, new ELA Adopted Leveled Readers, and supplemental leveled readers.
- BAS and DIBELS will be used to progress monitor students' reading levels.
- Daily instruction will include the use of Complex Text, Talk, and Task.
- Students will make sense of both literary and informational texts by analyzing complex texts through close reading, text annotations, and responding to Text Dependent Questions and writing tasks.
- Academic incentives will be provided to classroom teachers and school wide in order to promote reading.
- Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success.

Specify additional targeted actions for EL students:

- Teachers will be encouraged to pair up with other grade levels as Reading Buddies.
- Teachers will use SDAIE strategies, TPR and Language Frames.
- Teachers' lessons plans will foster English Language Development through reading, writing, speaking, and listening.
- Bilingual Instructional Aides will support English Learners to access the core curriculum.

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:</i> All first grade students will be reading on grade level by the end of first grade.		
<i>SQII Element:</i> 6062 – Reading by Third Grade	<i>SQII Sub-element(s):</i> Borderline Eligibility Pool	<i>Site Growth Target:</i> 33.2%	<i>Vendor (contracted services)</i> 1. University of Oregon – DIBELS 2. Fountas/Pinnell 3. Teaching Fellows
<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>	
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the end of year BAS will show a 10% reduction from 43.2% in the number of 1st grade students not reading on grade level.			
<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"> • BAS will be administered quarterly to progress monitor all students in First Grade. • DIBELS assessments will be administered weekly to progress monitor students receiving Reading Intervention instruction. • Weekly AC Meetings focused on strategies used for increasing reading, writing, and comprehension skills. • Classroom Observations/ Walkthroughs/ Feedback/ Reflective Conversations • Daily Progress Monitoring • Monthly ILT Meetings focused on analysis of student work • Teachers will conduct data chats with students to review academic progress. • Common Formative Assessments to assess progress on reading standards. 		<i>Owner(s)</i> <ul style="list-style-type: none"> • Teachers • Intervention Teacher • Principal • VP 	<i>Timeline</i> BAS assessments will begin during the first 2 weeks of school and end in June of 2017. DIBELS assessment will begin in September of 2016.

<ul style="list-style-type: none"> • Teacher built CFAs from Illuminate testing system. • District Interim Assessments 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Teachers will review the results of the reading assessments with parents during Parent/Teacher Conferences. • Quarterly progress reports will be sent home to inform parents of their student’s academic progress which includes current BAS/DRP levels and interim assessment results. • School wide implementation of EFFORT reading logs will encourage students to read at home as part of their nightly homework assignment. • Workshops for parents to help with reading and writing at home. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional Development on how to effectively implement Guided Reading practices to target reading skills at students’ instructional levels. • Professional Development on strategic grouping for targeted instruction based on BAS data. • Professional Development on how to integrate reading foundational skills and application during small group reading instruction. • Professional Development on classroom management to best maximize time during small group reading instruction. • Professional Development in the areas of Phonics, Phonemic Awareness, and Fluency will be provided to the Teaching Fellows to best meet the needs of students in Reading Intervention. • Staff collaboration, planning, and analysis of reading results during AC Meetings. • Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • All students will receive daily Guided Reading instruction that is targeted at their instructional reading level. Instruction will include both reading foundational skills (Phonics, Phonemic Awareness, and Fluency with sight words) and reading comprehension skills. In addition, students will apply basic reading skills using leveled readers. • Students will be grouped for instruction based on BAS results. Guided Reading instruction will be 60 minutes daily with minimum of 4 rotations. Reading groups will be fluid with the intent that students are continuously moving up and within in their reading levels. • Teachers are given 14 trade books to be used with the RIRA strategy to develop students’ oral language, academic vocabulary, and comprehension skills. • Students will engage in RIRA. • Teachers are given 2 cartons of Heinemann Fountas “Take Home” leveled readers to be used during Guided Reading instruction. • Arts and Music will be integrated during the Literacy Block. • Guided Reading Materials will include Rigby Leveled Readers, new ELA Adopted Leveled Readers, Take Home Leveled Readers, and supplemental leveled readers. 		

- BAS and DIBELS will be used to progress monitor students’ reading levels.
- Daily instruction will include the use of Complex Text, Talk, and Task.
- Students will make sense of both literary and informational texts by analyzing complex texts through close reading, text annotations, and responding to Text Dependent Questions and writing tasks.
- Academic incentives will be provided to classroom teachers and school wide in order to promote reading.
- Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success.

Specify additional targeted actions for EL students:

- Teachers will be encouraged to pair up with other grade levels as Reading Buddies.
- Teachers will use SDAIE strategies, TPR and Language Frames.
- Teachers’ lessons plans will foster English Language Development through reading, writing, speaking, and listening.
- Bilingual Instructional Aides will support English Learners to access the core curriculum.

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:</i> All second grade students will be reading on grade level by the end of second grade.		
<i>SQII Element:</i> 6062 – Reading by Third Grade	<i>SQII Sub-element(s):</i> Borderline Eligibility Pool	<i>Site Growth Target:</i> 95% of 2nd graders will read on grade level	<i>Vendor (contracted services)</i> 1. University of Oregon – DIBELS 2. Fountas/Pinnell 3. Teaching Fellows 4. NewsELA
<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>
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the end of year BAS will show a 5% reduction from 10.2% in the number of 2nd grade students not reading on grade level.			
<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"> • BAS will be administered quarterly to progress monitor all students in Second Grade. 		<i>Owner(s)</i> <ul style="list-style-type: none"> • Teachers • Intervention Teacher • Principal 	<i>Timeline</i> BAS assessments will begin during the first 2 weeks of school and end in June of 2017.

<ul style="list-style-type: none"> • DRP will be administered once every semester to progress monitor all students. • DIBELS assessments will be administered weekly to progress monitor students in Reading Intervention. • Classroom Observations/ Walkthroughs/ Feedback/ Reflective Conversations • Daily Progress Monitoring • Weekly AC Meetings focused on strategies used for increasing reading, writing, and comprehension skills. • Monthly ILT Meetings focused on analysis of student work • Teachers will conduct data chats with students to review academic progress. • Common Formative Assessments to assess progress on reading standards, • Teacher built CFAs from Illuminate testing system. • District Interim Assessments 	<ul style="list-style-type: none"> • VP 	<p>DRP will be administered once in the fall and spring.</p> <p>DIBELS assessment will begin in September of 2016.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Teachers will review the results of the reading assessments with parents during Parent/Teacher Conferences. • Quarterly progress reports will be sent home to inform parents of their student’s academic progress which includes current BAS/DRP levels and Interim Assessment results. • School wide implementation of EFFORT reading logs will encourage students to read at home as part of their nightly homework assignment. • Workshops for parents to help with reading and writing at home. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional Development on how to effectively implement Guided Reading practices to target reading skills at students’ instructional levels. • Professional Development on strategic grouping for targeted instruction based on BAS/DRP data. • Professional Development on how to integrate reading foundational skills and application during small group reading instruction. • Professional Development on classroom management to best maximize time during small group reading instruction. • Professional Development in the areas of Phonics, Phonemic Awareness, and Fluency will be provided to the Teaching Fellows to best meet the needs of students in Reading Intervention. • Staff collaboration, planning, and analysis of reading results during AC Meetings. • Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students. 		

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

- All students will receive daily Guided Reading instruction that is targeted at their instructional reading level. Instruction will include both reading foundational skills (Phonics, Phonemic Awareness, and Fluency with sight words) and reading comprehension skills. In addition, students will apply basic reading skills using leveled readers.
- Students will be grouped for instruction based on BAS results. Guided Reading instruction will be 60 minutes daily with minimum of 4 rotations. Reading groups will be fluid with the intent that students are continuously moving up and within in their reading levels.
- Guided Reading materials will include Rigby Leveled Readers, new ELA Adopted Leveled Readers, and supplemental leveled readers.
- BAS and DIBELS will be used to progress monitor students’ reading levels.
- Daily instruction will include the use of Complex Text, Talk, and Task.
- Students will make sense of both literary and informational texts by analyzing complex texts through close reading, text annotations, and responding to Text Dependent Questions and writing tasks.
- Academic incentives will be provided to classroom teachers and school wide in order to promote reading.
- Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success.
- NewsELA will be used as a supplemental resource for applying reading comprehension skills.

Specify additional targeted actions for EL students:

- Teachers will be encouraged to pair up with other grade levels as Reading Buddies.
- Teachers will use SDAIE strategies, TPR and Language Frames.
- Teachers’ lessons plans will foster English Language Development through reading, writing, speaking, and listening.
- Bilingual Instructional Aides will support English Learners to access the core curriculum.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets Purchase	5,150
								Total	\$5,150

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<i>Detail the action:</i> All students will be reading on grade level by 3rd grade.		
<i>SQII Element:</i> 6062 – Reading by Third Grade	<i>SQII Sub-element(s):</i> Borderline Eligibility Pool	<i>Site Growth Target:</i> 95% of 3rd graders will read on grade level	<i>Vendor (contracted services)</i> 1. University of Oregon – DIBELS 2. Fountas/Pinnell 3. Teaching Fellows 4. NewsELA
<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>		
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the end of year BAS will show a 5% reduction from 10.2% in the number of 3rd grade students not reading on grade level.			
<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"> • BAS will be administered quarterly to progress monitor all students in Third Grade. • DRP will be administered once every semester to progress monitor all students. • DIBELS assessments will be administered weekly to progress monitor students in Reading Intervention. • Classroom Observations/ Walkthroughs/ Feedback/ Reflective Conversations • Daily Progress Monitoring • Weekly AC Meetings focused on strategies used for increasing reading, writing, and comprehension skills. • Monthly ILT Meetings focused on analysis of student work • Teachers will conduct data chats with students to review academic progress. • Common Formative Assessments to assess progress on reading standards. • Teacher built CFAs from Illuminate testing system. • District Interim Assessments 		<i>Owner(s)</i> <ul style="list-style-type: none"> • Teachers • Intervention Teacher • Principal • VP 	<i>Timeline</i> BAS assessments will begin during the first 2 weeks of school and end in June of 2017. DRP will be administered once in the fall and spring. DIBELS assessment will begin in September of 2016.

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

- Teachers will review the results of the reading assessments with parents during Parent/Teacher Conferences.
- Quarterly progress reports will be sent home to inform parents of their student's academic progress which includes current BAS/DRP levels.
- School wide implementation of EFFORT reading logs will encourage students to read at home as part of their nightly homework assignment.
- Workshops for parents to help with reading and writing at home.

Describe related professional learning:

- Professional Development on how to effectively implement Guided Reading practices to target reading skills at students' instructional levels.
- Professional Development on strategic grouping for targeted instruction based on BAS/DRP data.
- Professional Development on how to integrate reading foundational skills and application during small group reading instruction.
- Professional Development on classroom management to best maximize time during small group reading instruction.
- Professional Development in the areas of Phonics, Phonemic Awareness, and Fluency will be provided to the Teaching Fellows to best meet the needs of students in Reading Intervention.
- Staff collaboration, planning, and analysis of reading results during AC Meetings.
- Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students.

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

- All students will receive daily Guided Reading instruction that is targeted at their instructional reading level. Instruction will include both reading foundational skills (Phonics, Phonemic Awareness, and Fluency with sight words) and reading comprehension skills. In addition, students will apply basic reading skills using leveled readers.
- Students will be grouped for instruction based on BAS results. Guided Reading instruction will be 60 minutes daily with minimum of 4 rotations. Reading groups will be fluid with the intent that students are continuously moving up and within in their reading levels.
- Guided Reading Materials will include Rigby Leveled Readers, new ELA Adopted Leveled Readers, and supplemental leveled readers
- BAS and DIBELS will be used to progress monitor students' reading levels.
- Daily instruction will include the use of Complex Text, Talk, and Task.
- Students will make sense of both literary and informational texts by analyzing complex texts through close reading, text annotations, and responding to Text Dependent Questions and writing tasks.
- Academic incentives will be provided to classroom teachers and school wide in order to promote reading.
- Materials, supplies, copier contracts, technology, technology maintenance & repairs, and incentives will be purchased to support academic success.

- NewsELA will be used as a supplemental resource for applying reading comprehension skills.

Specify additional targeted actions for EL students:

- Teachers will be encouraged to pair up with other grade levels as Reading Buddies.
- Teachers will use SDAIE strategies, TPR and Language Frames.
- Teachers' lessons plans will foster English Language Development through reading, writing, speaking, and listening.
- Bilingual Instructional Aides will support English Learners to access the core curriculum.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitutes for planning days	2,284
4	1	EL	Instruction	Direct-Maintenance (Dr)				Maintenance & Technology Repairs	1,212
4	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance & Technology Repairs	1,400
4	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	34,864
4	1	Sup & Conc	Instruction	Materials & Supplies				Supplies, resources, and materials for the classroom	7,926
4	1	Sup & Conc	Instruction	Materials & Supplies				Incentives for Reading	2,104
4	1	Sup & Conc	Instruction	Materials & Supplies				Xerox paper & supplies	4,000
4	1	Title 1 Basic	Instruction	Materials & Supplies				Supplies, materials, and resources for classrooms	4,792
4	1	EL	Instruction	Materials & Supplies				Supplies, materials, and resources for the classroom	3,619

4	1	EL	Instruction	Materials & Supplies				Incentives for reading	2,500
4	1	Sup & Conc	Instruction	Books & Other Reference				NewsELA license purchase	4,300
4	1	Sup & Conc	Instruction	Books & Other Reference				Rigby Leveled Readers & supplemental text sets purchase	5,000
4	1	Sup & Conc	Instruction	Copier Maintenance				Copier Contracts	500
4	1	EL	Instruction	Books & Other Reference				Rigby Leveled Readers & supplemental text sets purchase	5,000
4	1	EL	Instruction	Non Capitalized Equipment				Tablets Purchase	5,150
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Fountas/Pinnell Professional Development	4,400
Total									\$89,051

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 5	<i>Detail the action: Number and percentage of students who are chronically absent (attendance rate of 90% or less)</i>					
<i>SQII Element:</i> 5942 - Chronic Absenteeism	<i>SQII Sub-element(s):</i> Chronic Absenteeism Rate		<i>Site Growth</i> Target: - 8.42%		<i>Vendor (contracted services)</i> On Site Counseling	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the fourth quarter attendance report will show a 50% reduction from 16.84% in the number of TK-6th grade students who are classified as chronically absent.						
<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"> School Messenger Attendance Reports ATLAS Attendance Reports 				<i>Owner(s)</i> Principal VP Teachers		<i>Timeline</i> <ul style="list-style-type: none"> School Messenger reports will be analyzed daily by Home School Liaison.

<ul style="list-style-type: none"> • ATLAS Attendance Letters, Reports and Conference Logs 	<p>Home School Liaison</p>	<ul style="list-style-type: none"> • ATLAS Attendance reports will be analyzed on a weekly basis by teachers. • ATLAS Attendance Letter reports and conference logs will be monitored on a biweekly basis Principal and VP.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • A school counselor will work with parents and their children when students are in need of social emotional support. • Principal will conduct ATLAS attendance meetings with parents to discuss the importance of school attendance. • Parent University classes will be offered through the on-going parent education efforts provided by the district office in order to help parents understand their children’s social emotional needs and the importance of school attendance. • Information about school attendance will also be shared with parents during Coffee Hour meetings, ELAC, SSC, and Title I meetings. • Materials, resources, and supplies will be purchased for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings • Local mileage for home school liaison to reach out to parents and students to improve attendance. • Funds will be provided to communicate with parents regarding attendance and academic progress of students via mail. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Teachers will review their students’ attendance data prior to the start of the 2016-2017 school year in order to provide appropriate support to students. • Teachers will review their students’ attendance data throughout the school year in order to provide appropriate support to students. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Attendance incentives will be provided to classroom teachers and school wide in order to promote how attendance impacts academic success. • Academic success will be supported by a school counselor will provide social and emotional support to students who are having issues with attendance and are in need of social/emotional support. • Academic success will be supported by a Home School Liaison who will support school attendance by making daily calls home, conducting outreach, home visits and providing related services students and their families. 		
<p><i>Specify additional targeted actions for EL students:</i></p>		

- A bilingual school counselor and a Home School Liaison will support EL students and their families through interpreting, outreach, home visits and related services.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			11,546
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				On Site Counseling - 2% Evaluation Fee	730
5	2	EL	Instruction	Materials & Supplies				Incentives for attendance	1,000
5	2	Sup & Conc	Instruction	Materials & Supplies				Incentives for attendance	900
5	2	Title 1 Basic	Instruction	Local Mileage				Local mileage for HSL	400
5	3	Title 1 Basic	Attendance & Social Work Services	Sub-agreements for Services			Counseling: On-Site Counseling/FPU	On Site Counseling - Fresno Pacific University	16,000
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: On-Site Counseling/FPU	On Site Counseling - Fresno Pacific University	20,480
5	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent communication through mail/letters	200
Total									\$51,256

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 6	<i>Detail the action: Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year</i>					
<i>SQII Element:</i> 6338 – EL Redesignation		<i>SQII Sub-element(s):</i> Continuously Enrolled Redesignation Rate		<i>Site Growth Target:</i>		<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By June of 2017, the fourth quarter English Learner Redesignation Report will show that 53% of English Learners that were designated as Long Term ELs were redesignated.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>			<i>Owner(s)</i>		<i>Timeline</i>	
<ul style="list-style-type: none"> • CELDT • BAS • DRP • Interim Assessments • EL Goal Setting Reports • School wide Quarterly Writing Samples 			Principal Vice Principal Teachers		<ul style="list-style-type: none"> • CELDT will be administered in the fall of 2016 and results will be reviewed in January 2017 • BAS and DRP assessments will occur in fall, winter and spring. • EL Goal Setting Reports will be reviewed on an ongoing basis • Interim Assessments will be administered in the fall, winter, and spring. • School wide Writing Samples will be administered quarterly with prompts reflective of each writing type. 	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I)</i>						
<ul style="list-style-type: none"> • Teachers will review the results of the CELDT assessments with parents during Parent – Teacher conferences and by sending home updated test results in January 2017. 						

- Information about the EL Redesignation progress will also be shared with parents during Coffee Hour meetings, ELAC, SSC, and Title I meetings.
- Home School Liaison will support with interpreting during ELAC, SSC, and Title 1 Meetings.
- Materials, resources, and supplies will be purchased for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings
- Babysitting will be provided for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings.

Describe related professional learning:

- Professional Development on the implementation of Designated ELD and Integrated ELD will occur in August, September, and October of 2016.
- Professional Development on how to integrate ELA/ELD standards during English Language Arts block using the new ELA adoption will occur in August. Follow-up professional learning will occur throughout the academic school year.
- Professional Development on SDAIE strategies will occur in August of 2016.
- Staff collaboration around engaging students ELD and ELA Standards, learning experiences involving DOK levels 2, 3 & 4, and assessments that are standards based and aligned to the CAASPP will occur during AC meetings.
- Teachers will receive Professional Development on text structures, text complexity, and writing types.
- Teachers will use grade level rubrics to score student writing samples. Analysis of student writing will indicate steps for writing instruction.
- Review productive talk routines and procedures
- Teachers will be provided with substitutes for release planning days throughout the school year to analyze student work and develop lessons to best meet the needs of all students.

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

- Teachers will conduct CELDT and BAS/DRP/Interim chats with students to review academic progress and EL status for redesignation.
- Students in 4th-6th grade will receive Agendas to organize class/homework assignments to stay on track with their academics.
- Students will receive instruction on the three writing types as well as how to use different text structures within their writing.
- Students will engage in a variety of complex tasks involving both process writing and short term writing responses.
- Students will participate in class discussions through productive talk using “text talk” frames.
- Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.
- Teachers will plan reading, writing, speaking, & listening opportunities in all their lessons throughout the day.
- [NewsELA will be used as a supplemental resource for applying reading comprehension skills.](#)

Specify additional targeted actions for EL students:

Designated and Integrated ELD will occur on a daily basis.

- A CELDT “Boot Camp” targeting the specific needs of ELL students in Reading, Writing, Listening and Speaking as identified by the CELDT will be integrated into the school day during the month of September 2016.

- Supplemental materials and supplies will also be purchased for ELL students in order to increase their redesignation rate.
- Bilingual Instructional Aides will support English Learners to access the core curriculum
- A Home School Liaison will support EL students and their families through interpreting, outreach, home visits and related services.
- CELDT Assessors will support with administering the CELDT.
- Spanish and Hmong translators will be provided to support during parent/teacher conferences and school meetings.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			10,294
6	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			10,540
6	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			11,028
6	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			10,213
6	3	EL	Instruction	Teacher- Substitute Salaries				Teacher substitutes for planning days	2,284
6	3	EL	Parent Participation	Classified Support- Supplemental				Translators for school wide meetings	1,997
6	3	Title 1 Basic	Parent Participation	Other Classified- Supplemental				Babysitting for parent involvement	997
6	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	1,600
6	3	Sup & Conc	Parent Participation	Materials & Supplies				Supplies, materials, & resources for parent participation	800

6	3	Title 1 Basic	Parent Participation	Materials & Supplies			Supplies, materials, and books for parent involvement	500
6	3	EL	Parent Participation	Materials & Supplies			Supplies, materials, & resources for parent participation	1,000
							Total	\$51,253

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 7	<i>Detail the action: Number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate</i>					
<i>SQII Element:</i> 5944 – Student Engagement	<i>SQII Sub-element(s):</i> Disproportionality		<i>Site Growth</i> Target: 34%		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By June of 2017, SQII will show that number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate has dropped to 34%.						
<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"> Goal 2 Monitoring Reports 			<i>Owner(s)</i> Principal Vice Principal After School Program Coordinator		<i>Timeline</i> Goal 2 Reports will be monitored monthly	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> Teachers will review the Goal 2 participation reports with parents during Parent – Teacher conferences and by sending home updated Goal 2 participation reports. Information about Goal 2 participation will also be shared with parents during Coffee Hour meetings, ELAC, SSC, and Title I meetings. Block W and/or other incentives will be given for parent participation in school functions. Materials, resources, and supplies will be purchased for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings 						
<i>Describe related professional learning:</i>						

- Teachers will review the Goal 2 monthly reports on ATLAS in order to celebrate student participation and to encourage other students to participate in Goal 2 activities.
- CSI Lowell members which include both certificated and classified members will receive additional release days for planning and developing school wide activities to maintain a school climate culture that is positive and safe for all students.

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

- All students will be invited to participate in Goal 2 activities.
- Block W will be implemented in order to motivate students to participate in sports and activities as well as maintaining good grades.
- Students will participate in Warrior Day at the end of each quarter.
- Materials and incentives will be purchased in order to provide Goal 2 activities for students.
- Field trip entrance fees and transportation costs will be covered (as fund allow) in order to increase the number of students who participate in Goal 2 activities.
- Students enrolled in the After School Program will be involved in a variety of clubs and enrichment activities.
- Intermediate students will be encouraged to play sports, thus developing fundamental skills, good character, and sportsmanship during the year.
- A variety of clubs will be offered to all students at lunch time and after school during the week.
- Academic incentives and awards will be provided to motivate student participation in Goal 2 activities.

Specify additional targeted actions for EL students:

- VP will monitor the number to encourage EL students participating in Goal 2 activities and encourage all students to participate in GOAL 2 activities.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Other Classified-Supplemental				Classified - Supplemental Contracts	565
7	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Bus Transportation	4,000
Total									\$4,565

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Lowell - 0315

ON-SITE ALLOCATION

3010	Title I	\$34,235 *
7090	LCFF Supplemental & Concentration	\$99,603
7091	LCFF for English Learners	\$67,437
TOTAL 2016/17 ON-SITE ALLOCATION		\$201,275

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$745
Remaining Title I funds are at the discretion of the School Site Council	\$33,490
Total Title I Allocation	\$34,235

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 0315 Lowell Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
3	1	Sup & Conc	Instruction	Nc-Equipment			Tablets Purchase	5,150.00
4	1	Title 1 Basic	Instruction	Mat & Supp			: Supplies, materials, and resources for classrooms	4,792.00
4	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes for planning days	2,284.00
4	1	Sup & Conc	Instruction	Bks & Ref			: NewsELA license purchase	4,300.00
4	1	Sup & Conc	Instruction	Bks & Ref			: Rigby Leveled Readers & supplemental text sets purchase	5,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Xerox paper & supplies	4,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Incentives for Reading	2,104.00
4	1	Sup & Conc	Instruction	Mat & Supp			Supplies, resources, and materials for the classroom	7,926.00
4	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	34,864.00
4	1	Sup & Conc	Instruction	Copier Maint			: Copier Contracts	500.00
4	1	Sup & Conc	Instruction	Direct-Maint			Maintenance & Technology Repairs	1,400.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Fountas/Pinnell Professional Development	4,400.00
4	1	EL	Instruction	Bks & Ref			: Rigby Leveled Readers & supplemental text sets purchase	5,000.00
4	1	EL	Instruction	Mat & Supp			: Incentives for reading	2,500.00
4	1	EL	Instruction	Mat & Supp			Supplies, materials, and resources for the classroom	3,619.00
4	1	EL	Instruction	Nc-Equipment			: Tablets Purchase	5,150.00
4	1	EL	Instruction	Direct-Maint			: Maintenance & Technology Repairs	1,212.00
5	2	Title 1 Basic	Instruction	Local Mileag			: Local mileage for HSL	400.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		11,546.00
5	3	Title 1 Basic	Attendance & Social Work Service	Subagreements			Counseling: On-Site Counseling/FPU : On Site Counseling - Fresno Pacific University	16,000.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Incentives for attendance	900.00
5	2	Sup & Conc	Parent Participation	Mat & Supp			: Parent communication through mail/letters	200.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: On-Site Counseling/FPU : On Site Counseling - Fresno Pacific University	20,480.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: On Site Counseling - 2% Evaluation Fee	730.00
5	2	EL	Instruction	Mat & Supp			: Incentives for attendance	1,000.00
6	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent involvement	997.00
6	3	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies, materials, and books for parent involvement	500.00
6	3	Sup & Conc	Parent Participation	Mat & Supp			: Supplies, materials, & resources for parent participation	800.00
6	3	EL	Instruction	Teacher-Subs			Teacher substitutes for planning days	2,284.00
6	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		11,028.00
6	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,540.00
6	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,294.00
6	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,213.00

6	3	EL	Instruction	Direct-Other	CELDT Assessors	1,600.00
6	3	EL	Parent Participation	Cls Sup-Sup	Translators for school wide meetings	1,997.00
6	3	EL	Parent Participation	Mat & Supp	Supplies, materials, & resources for parent participation	1,000.00
7	3	Sup & Conc	Instruction	Oth Cls-Supp	Classified - Supplemental Contracts	565.00
7	3	Sup & Conc	Instruction	Direct Trans	: Bus Transportation	4,000.00
						\$201,275.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$34,235.00
Sup & Conc	7090	\$99,603.00
EL	7091	\$67,437.00
Grand Total		\$201,275.00

Domain Totals	Budget Totals
Academic	\$94,201.00
Culture & Climate	\$71,818.00
Social/Emotional	\$35,256.00
Grand Total	\$201,275.00

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 - Miguel Naranjo	X				
2. Chairperson - Steve Popeno				X	
3. Kathleen Rodriguez		X			
4. Diana Grigorieff		X			
5. Dianne De La Cerda		X			
6. Lupe Zamudio			X		
7. Luz Gomez				X	
8. Antonio Bustos				X	
9. Robert Hernandez				X	
10. Claudia Silva				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name: Lowell Elementary School			
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	Miguel Naranjo		March 30, 2016
SSC Chairperson	Steve Popeno		March 30, 2016

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