<u>Mayfair Elementary School</u>

10621666006407

Principal's Name: Bill Serns

Principal's Signature:

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

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District Goals
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.

1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

2016 - 2017 SPSA Needs Assessment

SCHOOL : Mayfair ▼ | Select |

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	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	54/67	52.76%
☐	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	54/66	57.1%
☐	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	54/67	48.73%
☑	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	40/66	44.44%

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	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	56/68	31.91%
☐	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	54/68	29.3%
☐	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	51/68	49.77%

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Elementary	Middle School Readiness	1- EIIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	44/68	38.03 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	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	59/67	%
☐	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	41/68	94.42 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	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	56/67	39.02 %
☐	Elementary	Student Engagement	2- Overall Student Participation	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	41/67	45.01 %

Instructional Superintendent Approval : ⦿ No ○ Yes | Approval Date : 03/10/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	⬛	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 1	*We will deliver balanced and aligned reading instruction in Grades PK-3 and 4th-6th to improve core reading comprehension among all students. We will implement common grade-level ELA schedules and AC-developed pacing guidelines to ensure that students are reading, talking, and writing about complex text for a minimum of one hour per day. Balanced literacy instruction will be delivered in all classrooms to include reading foundational skills and independent reading/application. Common formative assessments will be developed and used by each AC.*

SQII Element: 5997 ELA-SBAC *For end of year 2014-15, the percentage of students who scored standard not met/nearly met and are more than 10% negatively disproportionate was 52.76%.*	*SQII Sub-element(s): Achievement level growth; achievement gap*	*Site Growth Target: A 20% decrease in the number of students scoring standard not met/nearly met on SBAC-ELA.*	*Vendor (contracted services): AR 360 Newsela Reading A-Z Moby Max Step Up To Writing DIBELS*

☐ *New Action*	⬛ *On-going*	*Reasoning:*	☐ *Data*	⬛ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point: During the 2016/17 school year: 1) The average percent correct scored by students in Grades 1-6 on District Interim Assessment 1 and 2 will meet or exceed the district average by 5 or more points. 2) 65% of students in grades 2-6 will meet the district's annual growth expectations for DRP. 3) By June 2017, the percentage of students scoring "Standard Met" on SBAC will increase by 20%.

Progress Monitoring using the Cycle of Continuous Improvement model:	*Owner(s)*	*Timeline*
1) Classroom walk-through observations using the Instructional Practice Guide and reporting data to ILT.	1) Admin. Team; Lead Teachers TSAs for Primary and Intermediate	1) Biweekly
2) DIBELS Benchmark (of all K-3) and (possibly) Progress Monitoring (of all at-risk K-3 and 4-6th)		
3) Analysis of common formative assessments, including but not limited to KAIG, BAS, DRP, reading assessments developed by AC's (using Illuminate test-item bank and/or those from new adoption), AR classroom reports, and Mayfair High Frequency words	2) Lead Teachers and ACs; TSA for	2) Quarterly

	Primary and Intermediate 3) *Admin Team; Lead Teachers and ACs*	3) *Monthly*

Explain the Targeted Actions for Parent Involvement (required by Title I): 1) Family Literacy Nights will be offered quarterly on topics related to literacy: complex text and new materials in adoption (if available); CCSS-Reading and Anchor Standard 10 and reading in the home; AR and literacy assessments and understanding results; and reading grade levels and interventions. 2) TK and K Teachers will present a parent orientation before the start of school to focus on early literacy skills. 3) K-3 Teachers will provide parents with the following (as applicable): students' reading levels, grade-level list of Mayfair High Frequency Words, DRP Parent Report, quarterly progress and grade reports.

Describe related professional learning: 1) Elements of an effective literacy program: <u>Guided Reading, Core Six, Good First Teaching for All Children, Classrooms that Work, What Really Matters for Struggling Readers, and When Readers Struggle</u>. 2) CCSS-ELA learning progressions to achieve vertical alignment. 3) Common formative assessments within and across ACs: <u>Embedded Formative Assessment</u>. These professional books will be ordered and inventoried by our IA-Resource (who will receive a differential for budget assistance, such as BTs, POs, budget monitoring, etc). 4) The "connections" between the new ELA adoption (if available) and Step Up to Writing, for which we are contracting training and purchasing materials.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Using grade-appropriate text (books, core grade-level novels, and digital text), students will learn to read critically through balanced daily reading instruction that emphasizes independent and critical reading. They will regularly receive common, related, rigorous tasks that lead to formative and summative assessments. Students will be expected to participate in AR 360 to encourage "wide reading" and create a reading incentive program. Students in TK-6 will improve their writing through the systematic Step Up to Writing Program, which includes building better sentences, planning for writing, paragraph writing, revision of writing, etc. (The materials and supplies will be ordered and inventoried by our IA-Resource (with a differential paid for budget assistance).

Specify additional targeted actions for EL students: EL students will learn English from and through the ELA content and integrated ELD, as elaborated in the ELA/ELD Framework. (Leveled ELD instruction will be provided through Designated ELD, as elaborated in the Framework and to focus on CCSS-ELD).

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.5000		Materials and supplies required will be ordered and monitored by resource teacher (RT). Appropriate text for complex reading will be listed and provided by RT. Teacher supply request for reading program will be ordered by RT.	28,403
1	1	EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.2500		Materials and supplies required will be ordered and monitored by resource teacher (RT). Appropriate text for complex reading will be listed and provided by RT. Teacher supply request for reading program will be ordered by RT.	14,203
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				STOIC, Parent Outreach, Back Pack Program	11,739
1	1	Sup & Conc	Instruction	Materials & Supplies				Paper, materials and supplies	3,595
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies	1,049
1	1	EL	Instructional Library, Media & Technology	Books & Other Reference				Step Up to Writing	13,000

1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)			Maintenance	500
1	1	Sup & Conc	Instruction	Books & Other Reference			AR 360, Newsela, Moby Max for students K-6th	6,746
1	1	Title 1 Basic	Instruction	Books & Other Reference			AR 360, Newsela, Moby Max for students K-6th	8,154
							Total	$87,389

Domain	■	*1. Academic – Performance/Growth/Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates*

Action # 2	*Detail the action: A Tier 2 reading intervention program will be provided to targeted students in Grades 1st-3rd (possibly K in Q3 and Q4) for those scoring "intensive" on DIBELS Benchmark and those scoring below grade level on BAS. Priority identification will be made for our disproportionate groups: ELs, African-Americans, Hmong-Americans, etc. (SQII 5997) Our RTI model will focus on push-in reading instructional intervention provided by classroom teachers with in-class assistance/tutoring provided by Teaching Fellows and TSA for Primary. The intervention instruction will meet students' areas of need, which may include phonological awareness, phonics, high-frequency word recognition, reading strategies, guided reading, etc. Additional Tier 3 pull-out support may be necessary for students not progressing in Tier 2; this will be provided by our TSA for Primary and selected Teaching Fellows. The TSA for Primary will work in collaboration with classroom teachers on instructional practice and AC planning for common literacy instruction and equal access to the core curriculum.*

SQII Element: 6062 Reading by Third Grade *For EOY 14/15 the percentage of K-3 students not on grade-level and one or more grade levels below was 44%.*	*SQII Sub-element(s): Borderline Eligibility Pool*	*Site Growth Target: 20% decrease in the number of K-3 students not on grade level (from 14/15 EOY 44%)*	*Vendor (contracted services) CSUF Teaching Fellows*

☐ New Action ■ On-going	*Reasoning:* ■ Data ■ Research-based ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point: By June 2017, the percentage of K-3rd grade students not on grade level and one or more grade levels behind will decrease from 44% (EOY 2014/15) to 24%.

	Owner(s)	

Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact):
  1) All students in Tier 2 and 3 reading intervention will be assessed on the BAS and either DIBELS or BPST each month to monitor progress and make entry/exit decisions.
 	
  2) Analysis of DIBELS or BPST and BAS results for students served in Tier 2 intervention to determine program effectiveness and for report of results to ILT, Faculty, Admin. Team, and SSC.
	1) Classroom teachers; Lead Teachers; Teaching Fellows; and TSA for Primary
	
	2) ACs; TSA- Primary; Admin. Team
		1) Monthly
		
		2) Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I): SST meetings will be scheduled on Wednesdays (full day) to meet with parents to review individual student achievement results and assess the effectiveness of reading intervention before authorizing assessment plans for SPED evaluation. Classroom teachers will attend these meetings through sub release time. 2) We will convene the required Title 1 Parent Meetings to review this program offered to at-risk readers. 3) Home-School Liaisons will develop and distribute communications to parents of students in this intervention.

Describe related professional learning: 1) Effective strategies for classroom-based reading intervention and classroom management to accommodate intervention. 2) Intervention materials available in the new adoption (if available) aligned to classroom reading instruction. 3) What Really Matters for Struggling Readers (Allington). 4) TSA for Primary will need to train new Teaching Fellows on materials to be used in Tier 2 and 3 intervention (leveled guided reading books, new adoption, SRA materials, etc,)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students in 1st-3 will receive instruction in and have access to the core curriculum. In addition, students in K-3 identified for Tier 2 and/or Tier 3 reading intervention will receive small-group support in phonological awareness, phonics, decoding, and/or reading comprehension (determined by need); the small group Tier 2 sessions will be provided a minimum of three times each week for 20 minutes each day (or the minimum equivalent of one hour per week) The small group Tier 3 sessions will be provided in four 30-minute sessions per week. Students will receive regular guided reading instruction with appropriately leveled books and at appropriate reading difficulty. Intervention support will be provided within students' classrooms to the maximum extent possible through push-in and alignment to core content.

Specify additional targeted actions for EL students: EL students in Tier 2 and 3 will receive additional support in vocabulary and background knowledge through the small group instruction they will receive, which may or may not be related to the core grade-level curriculum. They will have equal access to the intervention program and support, unless it is determined that low English proficiency is the primary reason for their "intensive" status rather than solely academic deficits. (Students at low "emerging" may not be included unless it meets their needs, as determined on a case-by-case basis.)

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	64,980
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	1.0000		Primary Intervention	105,171
								Total	$170,151

Domain	🟥	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	☐	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	☐	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates

Action # 3	Detail the action: A Tier 2 reading intervention program will be provided to targeted students in Grades 4-6th for those scoring significantly below grade level on multiple assessments (SBAC, District Interims, DRP, etc.) Priortiy identification will be provided to our disproportionate groups: ELs, African-Americans, Hmong-Americans, etc. (SQII 5997) Our RTI model for intermediate grades will be similar to that described above in Action 2: push-in reading instructional intervention provided by classroom teachers with in-class assistance provided by a TSA for Intermediate and Teaching Fellows. The intervention will meet students' areas of need, which may include vocabulary, background knowledge, good reader strategies, reading comprehension. Additional Tier 3 pull-out support may be provided to students not progressing in Tier 2; this will be provided by our TSA for Intermediate and selected Teaching Fellows. (We are going to hire a TSA for Intermediate through the Designated School allocation of 1.0 FTE, which will augment our TSA for Primary funded by SSC and site categorical funds.) The TSA for Intermediate will work in collaboration with classroom teachers on instructional practice and AC planning for common literacy instruction and equal access to the core curriculum.

SQII Element: 5926 SBAC ELA: For EOY 14/15 the percentage of students scoring standards met or exceeded was 24.61%	SQII Sub-element(s): Achievement Level Growth	Site Growth Target: 20% increase in the number of students scoring standard	Vendor (contracted services) CSUF Teaching Fellows

		met/standard exceeded on the ELA SBAC.	
🟥 *New Action*　☐ *On-going*	*Reasoning:*　🟥　*Data*　☐　*Research-based*　☐　*Local Knowledge/Context*		

Write a SMART Goal to address each data point: By June 2017, the percentage of students scoring standard met/exceeded on the SBAC-ELA will increase by 20% from 24.61% (EOY 2014-15) to 45%.

	Owner(s)	*Timeline*
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 　1) All intermediate students in Tier 2 and 3 reading intervention will be assessed each month on the BAS and other assessment(s) selected by the TSA to monitor progress and make entry/ exit decisions. 　2) Analysis of BAS and other assessment(s) results for students served in Tier 2 and 3 intervention to determine program effectiveness and report of results to ILT, Faculty, Admin. Team, and SSC.	1) *Classroom teachers; Lead Teachers; Teaching Fellows; TSA for Interm.* 2) *ACs; TSA-Intermediate; Admin Team*	1) *Monthly* 2) *Quarterly*

Explain the Targeted Actions for Parent Involvement (required by Title I): SST meetings will be scheduled on Wednesdays (full day) to meet with parents to review individual student achievement results and assess the effectiveness of reading intervention before authorizing assessment plans for SPED evaluation. Classroom teachers will attend these meetings through sub release time. 2) We will convene the required Title 1 Parent Meetings to review this program offered to at-risk readers. 3) Home-School Liaisons will develop and distribute communications to parents of students in this intervention

Describe related professional learning: 1) Effective strategies for classroom-based reading intervention and classroom management to accommodate intervention. 2) Intervention materials in the new adoption (if available) aligned to classroom reading instruction. 3) What Really Matters for Struggling Readers (Allington). 4) TSA for Intermediate will train Teaching Fellows on material to be used in Tier 2 and 3 intervention (leveled guided reading books, new adoption, SRA materials, etc.)

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students in grades 4-6ᵗʰ will receive instruction in the core curriculum. In addition, intermediate students identified for Tier 2 and/or Tier 3 reading intervention will receive small-group support in vocabulary, background knowledge, good reader strategies, reading comprehension. The small group Tier 2 sessions will be provided a minimum of three times each week for 20 minutes per day (or the minimum equivalent of one hour per week). The small group Tier 3 sessions will be provided in four 30-minute sessions per week. Students will receive regular

transitional guided reading instruction with appropriately leveled books and at appropriate reading difficulty. Intervention support will be provided within students' classrooms to the maximum extent possible through push-in and alignment with core content.

Specify additional targeted actions for EL students: EL students in Tier 2 and 3 will receive additional support in vocabulary and background knowledge through the small group instruction they will receive, which may or may not be related to the core grade-level curriculum. They will have equal access to the intervention program and support, unless it is determined that low English proficiency is the primary reason for their "at-risk" status rather than solely academic deficits. (Students at low "emerging" may not be included unless it meets their needs, as determined on a case-by-case basis.)

Domain	🟥	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 4	*Detail the action: In addition to the longer-term reading interventions described in Actions 2 and 3, short-term academic interventions (in both math and reading with an initial emphasis on math) will be coordinated by the Intervention Team (TSAs for Primary and Intermediate) and provided by classroom teachers, Teaching Fellows, and the Intervention Team in response to the results of common formative math assessments administered by each teacher in each AC. These interventions will address critical, high-leverage skills/concepts/ standards that students in Grades 1st-6th must master before new content is taught and will be provided to identified students with priority given to disproportionate groups: ELs, African-Americans, Hmong-Americans, etc. The model that is developed may be similar to the "intervention/extension block" described by DuFour in "How PLCs Do Data Right" (ACSD, November 2015).*

SQII Element: 5998 Math-SBAC Percentage of students who have a Math SBAC score and are more than 10% negatively impacted (14/15 EOY=48.73%)	*SQII Sub-element(s): Achievement Level Growth*	*Site Growth Target: A 20% decrease in the number of students scoring standard not met/nearly met on SBAC-Math*	*Vendor (contracted services) CSUF Teaching Fellows*

🟥 *New Action*	☐ *On-going*	*Reasoning:*	☐ *Data*	🟥 *Research-based*	🟥 *Local Knowledge/Context*

Write a SMART Goal to address each data point: During the 2016/17 school year: 1) The average percent correct scored by students in Grades 1-6 on District Interim Assessment-Math 1 and 2 will meet or exceed the district average by 5 or more points. 2) By June 2017, the percentage of students scoring "Standard Met" on SBAC-Math will increase by 20%.

	Owner(s)	Timeline
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* 1) *Common formative post-assessments will be administered to each intervention student to determine improved achievement/mastery of the critical skill/concept.* 2) *Analysis of post results for students served in short-term intervention to determine effectiveness and report of results to ILT, Faculty, Admin. Team, and SSC.* 3) *ACs determine next steps for instructional pacing and make decisions about continuing skill-specific interventions.*	1) *Lead Teachers; Intervention Team; ACs; Classroom Teachers* 2) *Same as 1.* 3) *Lead Teachers and their ACs; Intervention Team*	1) *At conclusion of each short-term intervention session.* 2) *Within one week of the conclusion of each session* 3) *Within ten days of the conclusion of each session*

Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be informed of the short-term academic intervention sessions during Back to School Night and the annual Title 1 Parent Meeting that will be held in September. 2) They will also receive updates regarding intervention sessions and results at our monthly Parent Coffee Hour.

Describe related professional learning: 1) Context on the DuFour "model," management, and responsibilities for short-term academic interventions. 2) Creation of common pre-and post-formative assessments using GoMath materials, Illuminate test-item bank, and/or other on-line resources. 3) Development of student identification and monitoring system. 4) Facilitate the ability to deconstruct standards and skills to the most essential learnings that students must master. 5) Build the belief that intervention is the responsibility of the ACs, not individual teachers, to intervene and systematically "treat" all students at the grade level, not classroom-by-classroom.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students will receive short tutoring or extension sessions (DuFour describes a school offering 30 minutes daily) in small groups on specific math skills on which they have not achieved mastery. Short-term intervention sessions offering extra support may last from one to two weeks. Curriculum, instruction, and delivery will vary according to academic skill and student need.

Specify additional targeted actions for EL students: ELs will be included in the identification process and will not be excluded due to lower English language proficiency/emerging levels.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Books & Other Reference				Guided Reading, What Really Matters for Struggling Readers, When Readers Struggle	2,000
4	1	EL	Instruction	Non Capitalized Equipment				Tablets/carts	3,299
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SST Roving Sub	2,284
								Total	$7,583

Domain 🟥	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐ *2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐ *3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 5	*Detail the action: For those students in grades 4-6th who meet borderline eligibility criteria for redesignation, we will provide an after-school CELDT "Boot Camp" during August and September. LTELs will be given priority for enrollment. The students will set goals for CELDT and for redesignation, receive tutoring on reading comprehension, writing, listening and speaking—all aligned to skills and formats included on the CELDT. Additionally, teachers will conduct CELDT and DRP "chats" with EL students in advance of the assessments, communicating current EL status, goals, and strategies for growth.*		

SQII Element: 6338 Percentage of EL students who have been continuously enrolled for 5 or more years and were redesignated in the current year (14/15 EOY was 46.8%),	*SQII Sub-element(s): Borderline to redesignation within 365 days*	*Site Growth Target: The percentage of LTELs that will meet redesignation criteria will increase by 20%.*	*Vendor (contracted services) CSUF Teaching Fellows* *CELDT Assessors*
☐ *New Action* 🟥 *On-going*	*Reasoning:* ☐ *Data* ☐ *Research-based* 🟥 *Local Knowledge/Context*		
Write a SMART Goal to address each data point: By June 2017, the percentage of LTELs who are redesignated will increase by 20% according to SQII element 6338.			

	Owner(s)	Timeline
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		
1) *EL Redesignation Goal Setting Forms will be reviewed by ACs to identify the students in the grade level who meet borderline criteria, to conduct CELDT chats, and to decide on strategies that will support these students.*	1) *ACs and Lead Teachers; TSAs*	1) *August and September*
2) *After 2016 CELDT results are available, the EL Site Rep (VP) will develop a CCI of CELDT Boot Camp results and provide an EL Progress Monitoring and Planning sheet to teachers with students who have passed the CELDT and need to pass the district interim ELA assessment or reading assessment for redesignation. This will include current DRP or District Interim results and cut points for redesignation.*	2) *EL Site Rep (VP); classroom teachers; TSAs*	2) *January 2017*

Explain the Targeted Actions for Parent Involvement (required by Title I): 1) At quarterly ELAC meetings, parents will be provided information regarding redesignation process and school-wide data. 2) Parents of redesignated students will receive special invitations to ELAC meetings when we recognize our RFEP students and present them with certificates.

Describe related professional learning: 1) Annual training in August/early September provided to Faculty and Boot Camp staff on the redesignation process, criteria, and changes for 2016/17. 2) Training on the components of CELDT and classroom strategies aligned to formats and scoring. 3) Review of the ELA/ELD Framework and Designated and Integrated ELD.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): LTELs in Grades 4,5, and 6 will be identified for Boot Camp during the first week of school, with priority given to students in Grades 6, 5, and then 4. They will be included in the Mayfair After School Program and will receive tutoring for a minimum of 1.5 hours per day/ 4 days per week. The tutoring will begin the second week of school and will continue until the Mayfair window for CELDT administration begins. The tutoring will include practice and reinforcement in speaking, listening, reading, and writing in the formats students will encounter for the CELDT. They will also develop CELDT goals related to redesignation and be expected to know of their LTEL status and learn specific skills and strategies to increase one or more levels on 2016 CELDT.
Specify additional targeted actions for EL students: As described above.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	3,200
								Total	$3,200

Domain	🟥	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 6	Detail the action: We will monitor the attendance, behavior, and grades of targeted Mayfair K-6 students in the **EIIS yellow zone** *(manageable)* and implement a support program through which the EIIS Team (two home-school liaisons, resource counseling assistant, CWA Specialist, Restorative Practices Counselor, and Admin Team) will make regular contact with each student and family, arrange mentoring as needed, and provide incentives for improvement. This program can be called MUST (*M*ission *U* Succeed *T*eam). Program participation will be prioritized for our disproportionate groups and those students with history of Ds and Fs. They will move these students from yellow to green (satisfactory), which may require some "extra time" pay. Some of the girls identified for this support may receive mentoring through "Girls' Empowerment Program; the boys through "Boys to Men."

SQII Element: 6381 The percentage of 2nd-6th grade students meeting EISS criteria for green zone (satisfactory). At EOY 14/15, the percentage was 38%.	SQII Sub-element(s): Attendance growth; grade improvement; and appropriate behavior intervention.	Site Growth Target: The percentage of students in the green zone will increase by 25%.	Vendor (contracted services) None.

🟥 New Action ☐ On-going	Reasoning: 🟥 Data 🟥 Research-based ☐ Local Knowledge/Context

Write a SMART Goal to address each data point: By June 2017, the percentage of students in the EIIS green zone will increase by 25% to more than 60%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
1) The list of students in EIIS yellow zone from SQII will be provided to the EIIS Team who will make decisions about which students will be included in the support program, with priority given to our disproportionate groups and to those students with history of Ds and Fs. 2) The EIIS Team will present student yellow zone data on attendance, behavior and grades for a CCI with the Admin Team. 3) Maintenance of an individual log to monitor improvement (attendance, grades, behavior) and parent contact. The logs will be reviewed during the CCI.	1) Admim Team 2) EIIS and Admin Team 3) EIIS and Admin Team	1) August 2016 2) Quarterly 3) Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I): 1) Parents of identified students in the yellow zone will be invited to an initial informational meeting presented by the EIIS Team in September about the support program (translated in Spanish and Hmong). 2)

Thereafter, they will receive support in signing up for EduText and regular communication from an EIIS Team Member on student progress. 3) Parents of students who have improved to the green zone will be invited to special assemblies for recognition.

Describe related professional learning: 1) Sign-up procedure for EduText. 2) Identification of students, menu of support services, monitoring and log of progress and parent contacts. 3) Mentoring--what it is and how to be a mentor. 4) Development of an incentive program for students who move from yellow to green zones.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students will receive individual counseling and mentoring by members of the EIIS Team regarding goal setting for attendance, grades, and behavior. One contact, counseling or mentoring session will be provided to each identified student at least every month.   Yellow zone students who move to the green zone will receive incentives and rewards and will be recognized with their parents at special assemblies held in December and June.

Specify additional targeted actions for EL students: EL students will not be excluded from the support program for lower levels of English proficiency. We will provide as much primary language support to the students who need it from bilingual EIIS Team members.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1875		Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIS yellow zone (manageable) and implement a support program through which the EIIS Team will make regular contact with each student and family, arrange mentoring as	6,235
6	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIS yellow zone (manageable) and implement a support program through which the	8,314

								EIIS Team will make regular contact with each student and family, arrange mentoring as	
6	2	EL	Instruction	Copier Maintenance				Office Copier	1,600
								Total	$16,149

Domain ☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	🟥 *2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐ *3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 7	*Detail the action: We will monitor the attendance, behavior, and grades of targeted Mayfair K-6 students in the **EIIS red and purple zones** (chronic and severe chronic) and implement a support program through which the EIIS Team (two home-school liaisons, resource counseling assistant, CWA specialist, Restorative Practices Counselor, and Team STOIC/Safe & Civil) will make regular contact with each student and family, arrange mentoring as needed, and provide incentives for improvement. This program can be called MUST (Mission U Succeed Team). Program participation will be prioritized for our disproportionate groups and students with history of Ds and Fs. They will move these students from their current levels to higher levels and eventually to green (satisfactory), which may require some "extra time" pay. Some of the girls identified for this support will receive priority to receive mentoring through "Girls' Empowerment Program; the boys through "Boys to Men." These students should also be given priority for our weekly food distribution program (if offered by the Fresno Community Food Bank for 16/17).*

SQII Element: #722 The percentage of TK-6th grade students who are currently meeting the EIIS at-risk attendance criteria for 14/15 EOY was 84.4%.	*SQII Sub-element(s): Attendance growth; grade improvement; and appropriate behavior intervention. Attendance growth; grade improvement; and appropriate behavior intervention.*	*Site Growth Target: The percentage of students in the red and purple zones will each decrease by 25%.*	*Vendor (contracted services)* *None.*

🟥 *New Action* ☐ *On-going*	*Reasoning:* *Data* 🟥 *Research-based* 🟥 *Local Knowledge/Context*

Write a SMART Goal to address each data point: By June 2017, the percentage of students in the EIIS red and purple zones will each decrease by 25%.

	Owner(s)	Timeline
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* 1) *The list of students in EIIS red and purple zones from SQII will be provided to the EIIS Team to identify which students will be included in the support program, with priority given to our disproportionate groups and to those students with history of Ds and Fs.* 2) *The EIIS Team will present student data on attendance, behavior and grades for a CCI with the Admin Team.* 3) *Maintenance of an individual log to monitor improvement (attendance, grades, behavior) and parent contact. The logs will be reviewed during the CCI.*	1) *Admin Team* 2) *EIIS and Admin Team* 3) *EIIS and Admin Team*	1) *August 2016* 2) *Quarterly* 3) *Quarterly*

Explain the Targeted Actions for Parent Involvement (required by Title I): 1) Parents of identified students in the red and purple zones will be invited to an initial informational meeting presented by the EIIS Team in September about the support program (translated in Spanish and Hmong). 2) Thereafter, they will receive support in signing up for EduText and regular communication from an EIIS Team Member. 3) Parents of students who have improved to higher zones will be invited to special assemblies for recognition.

Describe related professional learning: 1) Sign-up procedure for EduText. 2) Identification of students, menu of support services, monitoring and log of progress and parent contacts. 3) Mentoring--what it is and how to be a mentor. 4) Development of an incentive program for those students who move "up" from red and purple zones.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students will receive individual counseling and mentoring by members of the EIIS Team regarding goal setting for attendance, grades, and behavior; mentoring will also be provided. One contact, counseling or mentoring session will be provided to each identified student at least every two weeks. Red and purple zone students who move up will receive incentives and rewards and will be recognized with their parents at special assemblies in December and June.

Specify additional targeted actions for EL students: EL students will not be excluded from the support program for lower levels of English proficiency. We will provide as much primary language support to the students who need it from bilingual EIIS Team members.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Title 1 Basic	Guidance & Counseling Services	Classified Support- Regular	Assistant, Resrce Cnslg	0.7500		We will monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIs red and purple zones (chronic and severe chronic) and implement a support	51,183

								program through which the EIIS Team and will make regular contact with each stude	
7	2	EL	Parent Participation	Direct-Food Services (Dr)				Parent Meetings	2,500
7	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.1875		Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIs red and purple zones (chronic and severe chronic) and implement a support program through which the EIIS Team and will make regular contact with each student and f	8,154
7	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.2500		Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIs red and purple zones (chronic and severe chronic) and implement a support program through which the EIIS Team and will make regular contact with each student and f	10,871
7	3	EL	Instruction	Materials & Supplies				Parent Meetings	3,020
7	2	EL	Parent Participation	Classified Support-Supplemental				Attendance/Behavior Tier 2	2,055

7	2	EL	Parent Participation	Classified Support-Supplemental					1,879
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				Attendance/Behavior/Grades Tier 3	1,827
								Total	$81,489

Domain ☐	**1. Academic – Performance/Growth/Completion/Retention/Graduation Rates**	🟥 **2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates**	☐ **3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates**

Action # 8	*Detail the action: We will develop an attendance incentive program for all students (Tier 1) to increase our school-wide attendance rates, particularly in our early primary grades where attendance rates are lowest. The program will provide grade-level incentives, such as weekly or monthly attendance trophies to classrooms with the best attendance rates, daily attendance monitoring "signs" that can be displayed for daily perfect attendance, and monthly attendance raffles for students with no tardies.*

SQII Element: #5963 The percentage of TK-6th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester. (14/15 EOY was 94.42%)	*SQII Sub-element(s): Attendance-Retention*	*Site Growth Target: An increase of 3% from EOY 15/16 to EOY 16/17.*	*Vendor (contracted services)* *None.*

🟥 *New Action* ☐ *On-going*	*Reasoning:* 🟥 *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point: The percentage of students with attendance rates greater than 90% will increase by 1.5% by the end of Quarter 2 in December 2016 compared to EOY 15/16; the percentage will increase by an additional 1.5% by the end of Quarter 4 in June 2017 compared to Q2 (December 2016).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 1) *The list of students who have 90%+ attendance rates will be provided to the EIIS Team through SQII data capture, along with the list of students who had but **no longer** have 90+% attendance from semester to semester.* 2) *The EIIS Team will present student attendance data on this indicator for CCI with the Admin. Team*	*Owner(s)* 1) *Admin Team; Attendance-Records Clerk* 2)*EIIS; A-R Clerk; Admin Team* 3)*EIIS; A-R Clerk*	*Timeline* 1) *August 2016* 2) *End of Quarter 2, 3* 3) *End of Quarter 1-3*

3) The EIIS Team and Attendance-Records Clerk will contact the parents of those children who had 90+% attendance but have decreased below 90%. Contact logs will be maintained and reviewed during the CCI.	

Explain the Targeted Actions for Parent Involvement (required by Title I): Parents of students whose attendance has decreased below 90% from semester to semester will be contacted in the primary language by members of the EIIS Team and/or the Attendance-Records Clerk. They will be contacted to: 1) verify and update contact information, and 2) receive support in signing up for EduText.

Describe related professional learning: 1) Sign-up procedure for EduText. 2) Identification of students in SQII and development/maintenance of parent contact logs. 3) EIIS Team collaboration to develop the attendance incentive program.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students and their classes with high rates of attendance will be recognized for their attendance and receive incentives for maintaining good attendance, as well as contributing to classroom attendance goals and incentives. They may receive "shout-outs" in school-wide intercom announcements, popsicle and pizza parties, invitations to special events, etc.

Specify additional targeted actions for EL students: Primary language support will be provided as needed to the students and their families from bilingual EIIS Team members, who will explain past and current attendance rates and the incentive program.

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	🟥	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 9				*Detail the action: We will increase the "menu" of Goal 2 opportunities that we offer to all students and promote more participation, particularly non-athletics for which we currently have good, broad participation rates. Increased opportunities in arts and activities will be provided by: 1) continuing our "simultaneous music program," so that each student in Grades 5 and 6 has the opportunity to take a music class (band, strings, or choir). 2) continuing and expanding our Mustang Meadows, an alternative recess center where students voluntarily play and engage with others. 3) enlisting our parents to work with our after-school coordinator to offer more clubs, movie nights, and student performance opportunities (talent shows, cultural dance, Peach Blossom, etc.). 4) "advertising" Goal 2 activities through announcements made by student and school leaders. 5) encouraging students in disproportionate groups (ELs, SPED, Hmong-Americans, males, etc.) to participate—done by all staff and the after-school staff.*		

SQII Element: #5944 The percentage of students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate. (EOY 14/15 was 39.02%)	SQII Sub-element(s): Disproportionality.	Site Growth Target: A 15% reduction on this indicator.	Vendor (contracted services) SoluNet (but services are paid through after-school funds)
🟥 New Action　🟥 On-going	Reasoning:　🟥 Data　☐ Research-based　🟥 Local Knowledge/Context		

Write a SMART Goal to address each data point: 1) By June 2017, the percentage of non-engagement on this disproportionality indicator will decrease by 15%. 2) The Goal 2 participation rates will increase for our three most disproportionate groups by 15%, relatively, (SPED, Hmong, and males).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 1) Our Mayfair ASP Coordinator and IA Resource will input Goal 2 participation data in ATLAS. 2) Data on participation rates will be presented to the SSC by the vice principal, with the same frequency as agendized categorical budget updates, and monitored by SSC members.	Owner(s) 1) MASP Coordinator and IA-Res. 2) VP and SSC	Timeline 1) Quarterly 2) Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will need to be informed of and become involved with the provision of Goal 2 activities through: 1) our weekly School Messenger phone messages, 2) our monthly coffee hours, 3) school communications, including our Week 1 packets, 4) SST meetings, and 5) announcements at school events, such as our winter program and "concert" performances.

Describe related professional learning: 1) We will need to review the input process and matrix/list of allowable Goal 2 activities. 2) We will need to explain to staff and SSC members the calculation of disproportionality ratios and the identification of our most disproportionate groups. 3) We will need to improve the coordination with our after-school program staff and ensure that enrichment classes qualify for Goal 2.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students will be offered more and varied opportunities to engage in the arts and other activities (beyond athletics), including Kids Invent, Peach Blossom, and increased performance opportunities for choir, band, and strings. Students in disproportionate groups will be invited and encouraged to participate in these activities.

Specify additional targeted actions for EL students: Our bilingual home-school liaisons will create easily read brochures in primary languages to inform parents of the Goal 2 opportunities that are available to students during the school year.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	3	Sup & Conc	Instruction	Instr Aide-Substitute Salaries					428
9	3	Sup & Conc	Instruction	Instr Aide-Extra Time Salaries					1,462
9	3	EL	Parent Participation	Other Classified-Supplemental				Babysitting	1,762
								Total	$3,652

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

Mayfair - 0325

ON-SITE ALLOCATION

3010	Title I	$62,213 *
7090	LCFF Supplemental & Concentration	$176,717
7091	LCFF for English Learners	$130,683

TOTAL 2016/17 ON-SITE ALLOCATION   **$369,613**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,353
Remaining Title I funds are at the discretion of the School Site Council	$60,860
Total Title I Allocation	$62,213

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.

February 12, 2016

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0325 Mayfair Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			: AR 360, Newsela, Moby Max for students K-6th	8,154.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies	1,049.00
1	1	Sup & Conc	Instruction	Teacher-Supp			STOIC, Parent Outreach, Back Pack Program	11,739.00
1	1	Sup & Conc	Instruction	Bks & Ref			: AR 360, Newsela, Moby Max for students K-6th	6,746.00
1	1	Sup & Conc	Instruction	Mat & Supp			Paper, materials and supplies	3,595.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance	500.00
1	1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.500	Materials and supplies required will be ordered and monitored by resource teacher (RT). Appropriate text for complex reading will be listed and provided by RT. Teacher supply request for reading program will be ordered by RT.	28,403.00
1	1	EL	Instructional Library, Media & Te	Bks & Ref			: Step Up to Writing	13,000.00
1	1	EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.250	Materials and supplies required will be ordered and monitored by resource teacher (RT). Appropriate text for complex reading will be listed and provided by RT. Teacher supply request for reading program will be ordered by RT.	14,203.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.000	Primary Intervention	105,171.00
2	1	EL	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	64,980.00
4	1	Sup & Conc	Instruction	Teacher-Subs			SST Roving Sub	2,284.00
4	1	Sup & Conc	Instruction	Bks & Ref			: Guided Reading, What Really Matters for Struggling Readers, When Readers Struggle	2,000.00
4	1	EL	Instruction	Nc-Equipment			Tablets/carts	3,299.00
5	1	EL	Instruction	Direct-Other			CELDT Assessors	3,200.00
6	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.188	Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIS yellow zone (manageable) and implement a support program through which the EIIS Team will make regular contact with each student and family, arrange mentoring as needed, and provide incentives for improvement.	6,235.00
6	2	EL	Instruction	Copier Maint			: Office Copier	1,600.00
6	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIS yellow zone (manageable) and implement a support program through which the EIIS Team will make regular contact with each student and family, arrange mentoring as needed, and provide incentives for improvement.	8,314.00
7	2	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	We will monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIs red and purple zones (chronic and severe chronic) and implement a support program through which the EIIS Team and will make regular contact with each student and family, arrange mentoring as needed, and provide incentives for improvement.	51,183.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Attendance/Behavior/Grades Tier 3	1,827.00
7	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.188	Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIs red and purple zones (chronic	8,154.00

	2		Attendance & Social Work Service	Cls Sup-Reg		0.188	and severe chronic) and implement a support program through which the EIIS Team and will make regular contact with each student and family, arrange mentoring as needed, and provide incentives for improvement.	8,154.00
7	2	EL	Parent Participation	Cls Sup-Sup			Attendance/Behavior Tier 2	2,055.00
7	3	EL	Instruction	Mat & Supp			Parent Meetings	3,020.00
7	2	EL	Parent Participation	Cls Sup-Sup				1,879.00
7	2	EL	Parent Participation	Direct-Food			Parent Meetings	2,500.00
7	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.250	Monitor the attendance, behavior, and grades of identified Mayfair K-6 students in the EIIs red and purple zones (chronic and severe chronic) and implement a support program through which the EIIS Team and will make regular contact with each student and family, arrange mentoring as needed, and provide incentives for improvement.	10,871.00
9	3	Sup & Conc	Instruction	Ins Aide-Sub				428.00
9	3	Sup & Conc	Instruction	Ins Aide-Ext				1,462.00
9	3	EL	Parent Participation	Oth Cls-Supp			Babysitting	1,762.00
								$369,613.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$62,213.00
Sup & Conc	7090	$176,717.00
EL	7091	$130,683.00
Grand Total		**$369,613.00**

Domain Totals	Budget Totals
Academic	$282,872.00
Culture & Climate	$6,672.00
Social/Emotional	$80,069.00
Grand Total	**$369,613.00**

04/22/2016

E.1. Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. **Principal - Bill Serns**	X				
2. **Chairperson – Joanna Gutierrez**				X	
3. **Christeen Begley**		X			
4. **Alberto Garcia**		X			
5. **Lori Niles**		X			
6. **Dayra Guzman**			X		
7. **Karla Cortez**				X	
8. **Margarita Simancas**				X	
9. **Lourdes Andrade**				X	
10. **Rosario Quezada**				X	
11.					
12.					
13.					
14.					
15.					
X ELAC operated as a school advisory committee.	**☐ ELAC voted to fold into the SSC - Date_____.**				

Title I School Site:
☐   This site operates as a non-Title I school.

.3. Required Signatures

School Name:	Mayfair 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	Bill Serns	*B. Serns*	4/1/16
SSC Chairperson	Joanna Gutierrez	*[signature]*	4-1-16

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