

**Olmos Elementary School**

10621660113829

Principal's Name: Sherry Tharpe

Principal's Signature: 

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

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :  ▼

[Print this page](#)

## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	65/67	6.11 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	65/67	93.89 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	64/67	55.86 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	63/66	66.41 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	62/67	53.13 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	62/67	86.97 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	62/67	13.03 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	57/66	10.26 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	56/66	40.4 %

## 2 Academic Growth

## Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	58/67	38.3 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	56/68	29.07 %

**3 Academic Completion**

## Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	31/68	41.07 %

**4 Social Emotional**

## Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	55/68	18.49 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	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	50/68	93.44 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	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	36/68	20.91 %

**5 Climate Culture**

## Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	67/67	51.16 %

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
<b>Action # 1</b>	<p><i>Detail the action:</i></p> <p><i>Action 1- (Performance)</i>                      Olmos Elementary will implement a comprehensive balanced literacy program which includes RtI, tiered levels of support, and key reading components such as phonemic awareness, phonics, fluency, comprehension and vocabulary. Language arts instruction will be aligned with CCSS across all content areas.</p> <p>All students will remain on track to advance at least one grade level per year as measured by BAS and DRP/Illuminate and monitored quarterly by teachers and Admin during AC meetings.</p>		
	<p><i>SQII Element:</i></p> <p><i>SQII Indicator (a) 6160, &amp; (b) 6142</i></p>	<p><i>SQII Sub-element(s):</i></p> <p>(a) <i>Standard not met/Nearly Met/Nearly Met</i></p> <p>(b) <i>Standard Not Met/Nearly Met</i></p>	<p><i>Site Growth Target:</i></p> <p>85%, 78%</p>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> <i>Data</i>    <input type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>a.) Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the <b>math</b> SBAC will decrease by 8%, from 94% to 85%, as evidenced by SQII indicator for 16-17 school year.</p> <p>b.) Number and percentage of students scoring Standard Not Met or Standard Nearly Met on <b>ELA</b> Standard Nearly Met on the ELA SBAC will decrease by 8%, from 80% to 78% as evidenced by SQII indicator for 16-17 school year.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• KSEP</li> <li>• KAIG</li> <li>• BAS/Fluency (K and 1<sup>st</sup>) Quarterly administration</li> <li>• DRP (2<sup>nd</sup> and 3<sup>rd</sup>)</li> <li>• Interim Assessment Administration (1<sup>st</sup>)</li> </ul>		<p><i>Owner(s)</i></p> <p>Progress Monitoring:</p> <p>Admin Coach TSA Teaching Fellows</p>	<p><i>Timeline:</i></p> <p>Ongoing from August 2016 through May 2017.</p> <p>Twice per quarter for RtI groupings.</p>

<ul style="list-style-type: none"> <li>• Language Arts Grades</li> <li>• Common Formative Assessments</li> <li>• Common Assignments</li> <li>• Additional SQII Indicators</li> <li>• Progress Monitoring Assessments for SBAC</li> <li>• Progress Monitoring for SEL</li> <li>• Instructional Practice Guide</li> <li>• EDUTEXT</li> <li>• Classroom walkthroughs and feedback</li> </ul>	<p>Teachers AC Teams</p>	<p>Progress monitoring: Immediately following local assessment administration (AC Teams)</p>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter</li> <li>• Each teacher will review each student’s reading grade level in a comprehensible manner to parents in their primary language</li> <li>• Parents will be provided with a Student/Parent Handbook at the beginning of the school year</li> <li>• Parents will receive their child’s test scores following each assessment administration</li> <li>• Title I Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate</li> <li>• A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions</li> <li>• Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents</li> <li>• Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos</li> <li>• Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda</li> <li>• Parent coffee chats will be facilitated by the Every Neighborhood Counts (ENC) group. They will continue to host meetings and encourage parents to volunteer in their child’s classroom or participate in campus beautification efforts</li> <li>• Each teacher will provide parents a review of the EDUTEXT and Parent Portal during Back to School Night and fall parent-teacher conferences.</li> </ul> <p>The following will be provided to support students who are struggling academically, socio-emotionally or with health needs</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) Meetings</li> <li>• Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annually and Tri-annually</li> <li>• Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)</li> </ul>		

***Describe related professional learning:***

- Provide continued development of CC Standards and strategies in order to increase (DOK) in all content areas
- Alignment of CCSS with integration of thinking skills
- Increase Digital Literacy
- Assessment-driven AC's
- Accountable Communities
- Analysis of student work to determine individual student progress
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their AC's
- Visible Learning book will be utilized to validate action plans that support S.M.A.R.T. Goals.
- Professional learning will be aligned with Learning by Doing principles.

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

- Olmos Elementary will contract 7 Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. 6 Teaching Fellows will be embedded into classrooms alongside certificated staff. The seventh Teaching Fellow will provide individual tutoring (push-in) to students as an intensive intervention as assigned through the Student Success Team's recommendations. The Teaching Fellows will provide tiered group instruction to students Monday thru Thursday, and meet on Fridays to assess students, plan next steps, and prepare lessons and materials for the following week. They will be trained to assess students using all components of the BAS assessment. Historically, students in RtI model of intervention have shown progress in their reading comprehension levels.
- Go Math curriculum will be the primary instructional tool to meet the Action 1 Smart Goal for SQII indicator 6160.
- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and ELD instruction. Teachers will check for understanding regularly, incorporate foundations principals (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning
- Technology will be provided to support classroom instruction
- Twice per quarter, RtI Team will meet with TSA to restructure student groupings, based on current assessment data
- Classroom instruction will be tied directly to assessment analyzed by AC teams.
- Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests
- The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers



- Materials and supplies will be provided to support RtI instruction –including, but not limited to: notebooks, Xerox Paper, printer toner, pens, pencils, butcher paper, crayons, markers, carts, and any other associated items to support reading instruction, reading intervention program needs, laminating film, poster maker, and die cut machine
- Technology will be provided to support student reading and assessment means (laptops/tablets, computer carts, printers, funds to repair and maintain technology, and other supplies to complete the program needs of the students)
- Kinder students will be provided with sight word t-shirts to promote early literacy
- Dedicated quarterly AC time will be provided for SPED team to calibrate resources and program needs

**Describe targeted actions for EL students:**

- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily.
- Instruction will be based on recommendations from West Ed. Consultants and FUSD English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3750		Alex Llamas 1064802	9,660
1	1	EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3750		Para Resource Lab Aide Andrew Gomez 1065346	9,660
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SSTs	2,284
1	1	Sup & Conc	Parent Participation	Other Classified-Supplemental				Classified SS Contract	2,935
1	1	Sup & Conc	Instructional Supervision & Administration	Direct-Maintenance (Dr)				Maintenance/Repairs for Technology	1,000

1	1	Sup & Conc	Instruction	Books & Other Reference				Web Subscriptions & Acc Reader	9,000
1	1	Title 1 Basic	Instruction	Books & Other Reference				Lit Subscriptions	2,459
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	15,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	1,500
1	1	EL	Instruction	Materials & Supplies				Materials and Supplies	10,000
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent meetings	591
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	CTFF	58,309
1	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for Academic Field Trips	2,500
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	10,000
Total									\$134,898

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 2</b>	<i>Detail the action:</i> Olmos Elementary will implement a comprehensive, balanced language acquisition program.		
<i>SQII Element:</i>  SQII Indicator (a) 5968, (b) 5990	<i>SQII Sub-element(s):</i>  (a) Borderline to Redesignation Within 365 Days  (b) Borderline Eligibility Pool	<i>Site Growth Target:</i> (a) 10% (b) 15%	<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>  (A) The number and percentage of English Learners in 1 <sup>st</sup> through 6 <sup>th</sup> grade students identified as meeting will increase from 38.3% to 48.3% (10%)  (B) By May 2017, the number and percentage of English Learners 1 <sup>st</sup> through 6 <sup>th</sup> grade who meet borderline eligibility criteria will increase from 29.07% to 44.07% (15% increase)			
<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"> <li>• RIRA Lesson Feedback during AC Meetings</li> <li>• CELDT</li> <li>• Disaggregated BAS/DRP/Illuminate data by EL Subgroup</li> <li>• Common Formative Assessments</li> <li>• Grades</li> <li>• EL Goal Setting Report</li> </ul>		<i>Owner(s)</i>  District Assessments: <ul style="list-style-type: none"> <li>• Teachers</li> <li>• AC Teams</li> <li>• Admin</li> </ul>	<i>Timeline:</i>  Ongoing from August 2016 through May 2017.  District Assessments: Quarterly  Progress monitoring: Immediately following local

<ul style="list-style-type: none"> <li>Classroom Walkthroughs and Feedback</li> </ul>	<p>Grade Level Assessments:</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>AC Teams</li> <li>Admin</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>AC Teams</li> <li>Admin</li> <li>TSA (EL Site Rep)</li> </ul>	<p>assessment administration (AC Teams) or quarterly, whichever is more frequent</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>Written translation and language interpreter services will be provided as needed</li> <li>Teachers will review EL Goal Setting Report, CELDT, and academic assessment results with parents and provide guidance on how to help students advance English language proficiency.</li> <li>Monthly calendar informing parents of upcoming events and important dates will sent home</li> <li>A minimum of four SSC meetings will be held throughout the year</li> <li>Spring Open House will showcase comprehensive student work/progress</li> <li>Parent-Teacher conferences will be scheduled at the end of the first quarter</li> <li>Each teacher will review each student’s reading grade level in a comprehensible manner to parents in their primary language</li> <li>Parents will be provided with a Student/Parent Handbook at the beginning of the school year</li> <li>Parents will receive their child’s test scores following each assessment administration</li> <li>Title I Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate</li> <li>A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions</li> <li>Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents</li> <li>Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos</li> <li>Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda</li> </ul>		

- Parent coffee chats will be facilitated by the Every Neighborhood Counts (ENC) group. They will continue to host meetings and encourage parents to volunteer in their child's classroom or participate in campus beautification efforts
- Home school liaison will provide information and support for families and build relationships/communication home and school

*Describe related professional learning:*

- Support teachers in utilizing English Learner (EL) Goal Setting Report to identify target students and their instructional needs
- Continue development and support with progress monitoring and identification of potential at-risk and long-term EL students (LTEL's)
- CELDT Assessment
- English Language Development (ELD) instruction through integrated and designated instruction
- Deconstruction ELD standards and alignment with ELA standards
- Continue to provide training in RIRA, and rapid language acquisition strategies through West Ed. And English Learner Services Dept.
- The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers

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

- EL students will participate in *designated* and *integrated* ELD instruction
- Admin and TSA will conduct CELDT Data chats with targeted students
- Teachers will review EL Goal Setting Report, CELDT, and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated ELD throughout the day in every lesson content area
- LTEL students will be referred to the Student Success Team, as needed
- Classroom instructional materials and supplies will be provided to support Action Goals. Such items will include, but not be limited to: Poster maker for visual support, Xerox Paper, charts, notebooks, pencils, pens, markers, stationary supplies, and other associated items to support ELD instruction and intervention program needs
- Paraprofessional will support Action 2 Smart Goals to increase re-designation eligibility criteria. Para will support teachers by ordering materials and supplies for EL instructional program.

*Specify additional targeted actions for EL students:*

- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily.
- Instruction will be based on recommendations from West Ed. Consultants and FUSD English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.

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

- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and ELD instruction. Teachers will check for understanding regularly, incorporate foundations principals (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning
- Olmos Elementary will contract 7 Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. 6 Teaching Fellows will be embedded into classrooms alongside certificated staff. The seventh Teaching Fellow will provide individual tutoring (push-in) to students as an intensive intervention as assigned through the Student Success Team's recommendations. The Teaching Fellows will provide tiered group instruction to students Monday thru Thursday, and meet on Fridays to assess students, plan next steps, and prepare lessons and materials for the following week. They will be trained to assess students using all components of the BAS assessment. Historically, students in RtI model of intervention have shown progress in their reading comprehension levels.
- Substitute teachers will be provided for grade level lead teachers to meet and plan with Teaching Fellows. (At least twice per quarter in grades 1-6)
- The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers
- Technology will be provided to support classroom instruction
- Twice per quarter, RtI Team will meet with TSA to restructure student groupings, based on current assessment data
- Classroom instruction will be tied directly to assessment analyzed by AC teams.
- Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests
- Materials and supplies will be provided to support RtI instruction –including, but not limited to: notebooks, Xerox Paper, printer toner, pens, pencils, butcher paper, crayons, markers, carts, and any other associated items to support reading instruction, reading intervention program needs, laminating film, poster maker, and die cut machine
- Technology will be provided to support student reading and assessment means (laptops/tablets, computer carts, printers, funds to repair and maintain technology, and other supplies to complete the program needs of the students)
- A supplemental copier will be leased to support EL instruction

*Specify additional targeted actions for EL students:*

- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily.
- As a part of the EL Lab School professional learning, teachers will reference the EL frameworks to design EL instruction
- Olmos Elementary will continue in year three of EL lab school in partnership with West Ed. and EL Services Dept.

- Instruction will be based on recommendations from West Ed. Consultants and FUSD English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.4375		Para to support EL instruction	13,001
2	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.5100		TSA for EL/Rtl	57,302
2	1	EL	Parent Participation	Classified Support-Supplemental				SS Service Contracts Lang Interpreters	2,349
2	1	EL	Instruction	Non Capitalized Equipment				Technology for EL	25,696
2	1	EL	Instruction	Materials & Supplies				Materials and Supplies to support EL	18,000
2	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	5,500
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	1,500
2	1	EL	Parent Participation	Direct-Graphics (Dr)				Graphics for EL	1,500
								Total	\$124,848

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 3</b>	<i>Detail the action: Academic Domain-(Completion and Retention)</i>		
<i>SQII Element:</i> SQII Indicator 6381	<i>SQII Sub-element(s):</i> EIIS Green Zone Rate	<i>Site Growth Target:</i> 8%	<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 May 2017, the number and percentage of 2 <sup>nd</sup> through 6 <sup>th</sup> grade students meeting EIIS attendance, behavior and academic criteria (green zone) will increase from 41.07% to 49.07% (8% Growth)			
<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> District Assessments: • Teachers • AC Teams • Admin  Grade Level Assessments: • Teachers • AC Teams • Admin  Progress Monitoring:	<i>Timeline:</i>  Ongoing from August 2016 through May 2017.  District Assessments: Quarterly  Progress monitoring: Immediately following local assessment administration (AC Teams) or quarterly, whichever is more frequent
<ul style="list-style-type: none"> <li>• AC Teams will align their goals with site goals identified in SPSA Actions</li> <li>• AC Teams will write S.M.A.R.T. Goals aligned with</li> <li>• Goals will align with RIRA Lesson Feedback during AC Meetings</li> <li>• CELDT</li> <li>• Disaggregated BAS/DRP/Illuminate data by EL Subgroup</li> <li>• Common Formative Assessments</li> <li>• Grades in Atlas</li> <li>• Instructional Practice Guide</li> <li>• CCI Model will be utilized to progress monitor- Evidence points will include</li> <li>• Using an “Apples to Apples” comparisons approaches when conditions are similar. –Per Learning by Doing book</li> <li>• EL Goal Setting Report</li> <li>• Classroom Walkthroughs and Feedback</li> </ul>			



	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• AC Teams</li> <li>• Admin</li> </ul> <p>TSA (EL Site Rep)</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<ul style="list-style-type: none"> <li>• Parent-Teacher conferences will be scheduled at the end of the first quarter</li> <li>• Each teacher will review each student’s reading grade level in a comprehensible manner to parents in their primary language</li> <li>• Parents will be provided with a Student/Parent Handbook at the beginning of the school year</li> <li>• Parents will receive their child’s test scores following each assessment administration</li> <li>• Title I Parent Meeting and Back to School Night will be held in August to outline academic and behavioral expectations for students and families. Parents will be given important meeting dates such as SSC/ELAC and encouraged to attend and participate</li> <li>• A minimum of four SSC/ELAC meetings will be held throughout the year to inform parents and ratify new business pertaining to categorically-funded actions</li> <li>• Parent University will work with Olmos Elementary to continue to offer learning opportunities to parents</li> <li>• Open House will be held in the spring. Teachers will showcase student learning through student presentations and gallery-style expos</li> <li>• Parents of students in grades 4-6 will collaborate with teachers via student agendas. They may request conferences at any time by noting a request on the agenda</li> <li>• Parent coffee chats will be facilitated by the Every Neighborhood Counts (ENC) group. They will continue to host meetings and encourage parents to volunteer in their child’s classroom or participate in campus beautification efforts</li> <li>• Each teacher will provide parents a review of the EDUTEXT and Parent Portal during Back to School Night and fall parent-teacher conferences.</li> </ul> <p>The following will be provided to support students who are struggling academically, socio-emotionally or with health needs</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) Meetings</li> <li>• Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies-Annually and Tri-annually</li> <li>• Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)</li> </ul>		
<p><i>Describe related professional learning:</i></p>		
<ul style="list-style-type: none"> <li>• Visible Learning book will be a fundamental resource to check for validity/effectiveness of programs and vendors suggested by staff</li> <li>• Provide continued development of CC Standards and strategies in order to increase (DOK) in all content areas</li> </ul>		

- Alignment of CCSS with integration of thinking skills
- Increase Digital Literacy
- Assessment-driven AC's
- Accountable Communities
- Analysis of student work to determine individual student progress
- Substitutes for teachers for SST's, IEP's, data chats, and peer observations
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their AC's
- The Instructional Practice Guide will remain a fundamental tool for classroom walk-throughs to ensure consistent feedback is provided to teachers
- AC teams will be encouraged to operate under the principle listed in Learning by Doing- "*Empowered Teams are such a powerful force of integration and productivity that they form the basic building block of any intelligent organization.*" (Pinchot & Pinchot. 1993. P. 66)

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

- Primary source of instruction will be provided via implementation of quality instruction based on CCSS and ELD instruction. Teachers will check for understanding regularly, incorporate foundations principals (four grounding questions), explicitly stating objectives, and ending lessons with proper closure to recap and summarize new learning
- Olmos Elementary will contract 7 Teaching Fellows, who will provide small group instruction to students at varying levels of academic achievement. 6 Teaching Fellows will be embedded into classrooms alongside certificated staff. The seventh Teaching Fellow will provide individual tutoring (push-in) to students as an intensive intervention as assigned through the Student Success Team's recommendations. The Teaching Fellows will provide tiered group instruction to students Monday thru Thursday, and meet on Fridays to assess students, plan next steps, and prepare lessons and materials for the following week. They will be trained to assess students using all components of the BAS assessment.
- Substitute teachers will be provided for grade level lead teachers to meet and plan with Teaching Fellows. (At least twice per quarter in grades 1-6)
- Technology will be provided to support classroom instruction
- Twice per quarter, RtI Team will meet with TSA to restructure student groupings, based on current assessment data
- Classroom instruction will be tied directly to assessment analyzed by AC teams.
- Teachers will be provided with magazine subscriptions to support the individualized needs of students to improve the reading skills and comprehension and allow for the annotation of text
- Teachers will promote digital literacy of students. They will be provided with subscriptions to online resources to increase keyboarding skills, text navigation, and practice SBAC tests

- Materials and supplies will be provided to support RtI instruction –including, but not limited to: notebooks, Xerox Paper, printer toner, pens, pencils, butcher paper, crayons, markers, carts, and any other associated items to support reading instruction, reading intervention program needs, laminating film, poster maker, and die cut machine
- Technology will be provided to support student reading and assessment means (laptops/tablets, computer carts, printers, funds to repair and maintain technology, and other supplies to complete the program needs of the students)

*Specify additional targeted actions for EL students:*

- English Learners will be provided with *designated* instruction at a minimum of 30 minutes daily.
- Instruction will be based on recommendations from West Ed. Consultants and FUSD English Learner Services Department Coaches.
- Teachers will incorporate RIRA lessons in primary grades and Close Reading strategies in intermediate grades to support reading comprehension.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup				SS Contracts for CI & Tech	8,222
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent meetings	1,500
3	1	Sup & Conc	Instruction	Office Equipment Lease				Office Equipment Lease	5,000
								Total	\$14,722

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Detail the action:</i></p> <p>Resources will be provided to maintain positive Social Emotional well-being, physical and mental health of students. Attendance will improve for students who are chronically absent.</p>		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
SQII Indicator 5942	Chronic Absenteeism Rate	10.49%	CYS-SAP
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i>	<input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p><b>Write a SMART Goal to address each data point:</b></p> <p>By May, 2017, the number and percentage of students who are chronically absent will decrease by 8%. (18.49-10.49%), as measured by ATLAS Attendance data and reports provided by the Child Welfare and Attendance Officer (SARB Office).</p>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</b></p> <ul style="list-style-type: none"> <li>CWA worker will work directly with the office assistant and parents to reduce the number of students who are chronically absent.</li> <li>Student surveys, Health Master, Safe and Civil Surveys, Atlas Reports, and SQI II will serve as the primary data sources for CCI actions.</li> <li>Daily Attendance</li> <li>ATLAS Attendance Data</li> <li>Child Welfare and Attendance Worker (CWA) Home Visit Log</li> <li>CYS-SAP Counselor will counsel students who have experienced traumatic life experiences and/or need to be taught coping skills to mitigate social challenges that keep them from maintaining consistent attendance.</li> </ul>		<p><b>Owner(s)</b></p> <p>Attendance Data:</p> <ul style="list-style-type: none"> <li>Admin</li> <li>Attendance Clerk</li> <li>HSL</li> <li>Office Assistant</li> </ul> <p>Parent Meetings:</p> <ul style="list-style-type: none"> <li>Office Assistant</li> <li>CYS Counselor</li> <li>HSL</li> </ul>	<p><b>Timeline</b></p> <p>Ongoing from August 2016 through May 2017.</p>

	<ul style="list-style-type: none"> <li>• Admin</li> </ul>	
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <p>Parents will remain an integral part of the student success team (SST) meetings where both the school psychologist and CYS-SAP Counselor will serve as a panel members to offer support or extend resources.</p>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• School psychologist and CYS-SAP Counselor will present to staff twice per year during site PL meeting to provide an overview of services and look-for's. CYS-SAP Counselor will show a positive impact on chronically absent students as evidenced by attendance data on ATLAS.</li> <li>• School Health Aide will maintain a current public safety/CPR certification.</li> <li>• Review policies and procedures for quarterly attendance incentives</li> <li>• Review policies and procedures for daily attendance</li> <li>• Review policies and procedures for health referrals</li> <li>• Review process for referring families to HSL for parent outreach and home visits.</li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• .10 fte School Psychologist will provide additional support by conducting and presenting assessment reports for students who may have disabilities.</li> <li>• .375 fte Health Aide will provide support physical well-being of students. She will assist school nurse with record keeping and health assessments.</li> <li>• School psychologist and CYS-SAP counselors will collaborate with external agencies to streamline services for students and their families.</li> <li>• Food, materials and supplies may be purchased to support CWA student and parent meetings.</li> <li>• Students will have the opportunity to earn school-wide currency (Sun Dollars) and purchase incentives from the school Sun Shack.</li> <li>• Update staff on attendance policies</li> </ul>		
<p><b><i>Specify additional targeted actions for EL students:</i></b></p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to earn Sun Dollars to promote student attendance</li> <li>• Awards Assemblies to promote healthy attendance (Awards to be purchased from FUSD Graphics Dept)</li> <li>• Weekly Class meetings and/or Second Step lessons</li> </ul>		

- Implementation of school-wide anti-bullying (OLWEUS) program.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3750		Health Assistant	10,213
4	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.1000		.10 fte School Psych	12,891
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% fee for Counselor	1,794
4	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Comprehensive Youth Services	CYS Counselor	89,695
								<b>Total</b>	<b>\$114,593</b>

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<i>Detail the action:</i>		
	Olmos Elementary will provide a wide variety of opportunities for students to participate in arts, activities, and athletics and for parents to be involved with the school.		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
SQII Indicator 5944	Disproportionality	13.84%	
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i>			

<p>The number of percentage and unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will increase from 51.16% to 65%.</p>		
<p><b><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></b></p> <ul style="list-style-type: none"> <li>• Goal 2- Engagement Data</li> <li>• Approved Volunteer Applications</li> <li>• Responses on School Climate Surveys for parents</li> <li>• Parents will be expected to support their children in participation in the Arts and all Goal 2 opportunities</li> </ul>	<p><b><i>Owner(s)</i></b></p> <p>Admin Teachers CYS Counselor</p>	<p><b><i>Timeline</i></b></p> <p>Ongoing from August 2016 through May 2017.</p>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• Parents will be informed about Goal 2 opportunities</li> <li>• Parents will be encouraged to allow their children to participate in Goal 2 opportunities</li> <li>• Monthly parent coffee chat and SSC meetings will serve as venue to educate parents about the importance of participation in the arts</li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• Teachers will receive updates and information regarding outreach efforts and calendars</li> <li>• Teachers will receive updates and information regarding Goal 2 opportunities</li> <li>• Admin will input Goal 2 engagements in ATLAS and monitor in SQII tool</li> <li>• Admin will review procedures for entering Goal 2 engagements in ATLAS</li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p> <ul style="list-style-type: none"> <li>• Teachers will receive updates and information regarding parent outreach efforts and calendars</li> <li>• Student of the Month luncheon will be continued to honor exemplary students</li> <li>• Students will attend a variety of assemblies that promote the arts, anti-bullying rallies, and promote literacy</li> <li>• Afterschool Program will provide coaches for inter-district afterschool sports</li> <li>• Athletics awards assembly will be provided to recognize students in Goal 2 participation</li> <li>• Materials and supplies, including but not limited to awards, transportation, uniforms, and equipment will be provided to support Goal 2 engagements</li> <li>• TSA will provide lists of students who are disproportionately disadvantaged to teachers to facilitate data chats to encourage participation in Goal 2 engagements.</li> </ul>		

**Specify additional targeted actions for EL students:**

- Students will have the opportunity to earn Sun Dollars to promote attendance
- Awards Assemblies to promote healthy attendance
- Weekly Class meetings and/or Second Step lessons
- Implementation of school-wide anti-bullying (OLWEUS) program

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		HSL	10,448
5	3	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage	200
5	3	EL	Parent Participation	Materials & Supplies				Food for Parent Participation	3,000
5	3	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support Action 5.	5,210
<b>Total</b>									<b>\$18,858</b>

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

Olmos - 0530

**ON-SITE ALLOCATION**

3010	Title I	\$64,559 *
7090	LCFF Supplemental & Concentration	\$177,244
7091	LCFF for English Learners	\$166,116
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$407,919</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,404
Remaining Title I funds are at the discretion of the School Site Council	\$63,155
<b>Total Title I Allocation</b>	<b>\$64,559</b>

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 0530 Olmos Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			: Lit Subscriptions	2,459.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	1,500.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFE	58,309.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent meetings	591.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs	2,284.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Web Subscriptions & Acc Reader	9,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	15,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
1	1	Sup & Conc	Instruction	Direct Trans			: Transportation for Academic Field Trips	2,500.00
1	1	Sup & Conc	Instructional Supervision & Admir	Direct-Maint			: Maintenance/Repairs for Technology	1,000.00
1	1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified SS Contract	2,935.00
1	1	EL	Instruction	Mat & Supp			Materials and Supplies	10,000.00
1	1	EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.375	Alex Llamas 1064802	9,660.00
1	1	EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.375	Para Resource Lab Aide Andrew Gomez 1065346	9,660.00
2	1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.510	TSA for EL/RTI	57,302.00
2	1	EL	Instruction	Mat & Supp			: Materials and Supplies to support EL	18,000.00
2	1	EL	Instruction	Nc-Equipment			Technology for EL	25,696.00
2	1	EL	Instruction	Direct-Other			CELDT Assessors	5,500.00
2	1	EL	Instructional Supervision & Admir	Cl&Tech-Reg	Paraprof, Resource Lab	0.438	Para to support EL instruction	13,001.00
2	1	EL	Parent Participation	ClS Sup-Sup			SS Service Contracts Lang Interpreters	2,349.00
2	1	EL	Parent Participation	Direct-Graph			Graphics for EL	1,500.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent meetings	1,500.00
3	1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	5,000.00
3	1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			SS Contracts for CI & Tech	8,222.00
4	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: Comprehensive Youth Services : CYS Counselor	89,695.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% fee for Counselor	1,794.00
4	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.100	.10 fte School Psych	12,891.00
4	2	Sup & Conc	Health Services	ClS Sup-Reg	Assistant, Health	0.375	Health Assistant	10,213.00
5	3	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	200.00
5	3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support Action 5.	5,210.00
5	3	EL	Parent Participation	Mat & Supp			Food for Parent Participation	3,000.00
5	3	EL	Attendance & Social Work Service	ClS Sup-Reg	Liaison, Home/School Spanish	0.375	HSL	10,448.00

\$407,919.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,559.00
Sup & Conc	7090	\$177,244.00
EL	7091	\$166,116.00
<b>Grand Total</b>		<b>\$407,919.00</b>

Domain Totals	Budget Totals
Academic	\$274,468.00
Culture & Climate	\$18,858.00
Social/Emotional	\$114,593.00
<b>Grand Total</b>	<b>\$407,919.00</b>

E.1. Assurances

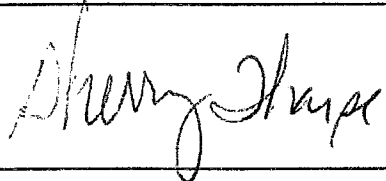
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. <b>Principal - Sherry Tharpe</b>	X				
2. <b>Chairperson - Adela Moreno</b>				x	
3. <b>Kathy Kandarian</b>		x			
4. <b>Sandra Orozco</b>		x			
5. <b>Cindy Romero</b>		x			
6. <b>Andrew Gomez</b>			x		
7. <b>Edwiges Alcala</b>				x	
8. <b>Elena Maceda</b>				x	
9. <b>Alexa Leyva</b>				x	
10. <b>Nelly Damaso</b>				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 <u>1/28/16</u> .			

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

E.3. Required Signatures

<b>School Name:</b> Olmos			
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	Sherry Tharpe		3/29/16
SSC Chairperson	Adela Moreno	Adela Moreno	3/29/16

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