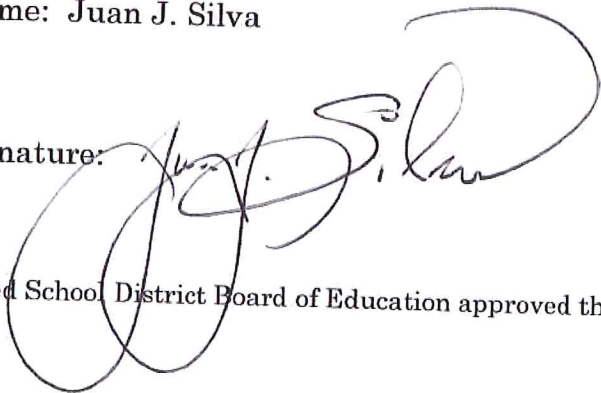


Sunset Elementary School

10621666088942

Principal's Name: Juan J. Silva

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Juan J. Silva', written over a large, stylized circular scribble.

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

SUNSET DUAL IMMERSION SCHOOL

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	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	66/67	60.81 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	66/67	58.33 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	65/66	5.26 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	56/66	10.81 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	44/66	49.53 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	37/65	50 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at	52/67	42.86 %

the end of spring semester and are redesignated within 365 days

<input checked="" type="checkbox"/>	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	42/68	51.25 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	40/68	35 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	5/68	53.69 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	67/68	%

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	60/67	0.49 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively	57/67	39.89 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> To increase the percentage of students who meet or exceed Math standards on the SBAC, our school will continue to address our students’ ability to read, comprehend, and respond to grade level as well as above grade level mathematical text as well as application of basic math facts, operations and formulas.</p> <ul style="list-style-type: none"> • The school will use differentiated instructional strategies and universal access preparation strategies in Mathematics to enhance student success in attaining Math standards as well as develop bi-literate skills in the target language (Spanish). These may include consensus building, collaborative, cooperative groupings, re-engaging or re-teaching strategies. • On-going professional learning opportunities that address the implementation of the Go Math curriculum. • Classroom strategies and instruction that will focus on complex text, task, and talk that is aligned with common core math implementation. • Monitor SQII indicators to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed. • AC Teams will continue to develop lessons and assessments that align to the eight mathematical practices. • AC Teams will develop and review common assessments to identify the instructional needs of students. 		
	<i>SQII Element:</i> SBAC – Math	<i>SQII Sub-element(s):</i> Achievement Gap (5998)	<i>Site Growth Target:</i> 38%
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> The percentage of students that meet or exceed standards on the 2017 Math SBAC, will increase to 38%, as measured by SQII indicator 5998.</p>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)		<i>Owner(s)</i> 1. Administrator	<i>Timeline</i> 1. Ongoing

<ol style="list-style-type: none"> 1. Atlas/SQII Beta Tool 2. Grade level common assessments 3. Interim assessments 4. Student/teacher goal setting and monitoring 5. Classroom supervision and walkthroughs 	<ol style="list-style-type: none"> 2. Teachers 3. Teachers 4. Teachers 5. Administrator 	<ol style="list-style-type: none"> 2. Ongoing 3. Fall and Spring 4. Fall and Spring 5. Ongoing
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Teachers will review student’s math levels, goals, and scores during parent conferences in October 2016. • Ongoing communication between the classroom teacher and parents to keep parents informed of current levels and students’ progress. • Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed. • Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings. • Will work with and schedule Parent University sessions throughout the year. • A committee comprised of parents, staff and administration for growing the DI program will become an important element of the school community. The committee will explore various ways to grow the DI program and may include: media coverage, magazine advertisement and attending community affairs to promote the DI program. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • The staff will be provided with professional learning opportunities regarding the implementation of the Go Math curriculum. • Ongoing professional learning will be provided that focuses on complex text, task, and talk that is aligned with common core math instruction. • AC Teams will develop and review common assessments to identify the instructional needs of students. • AC Teams will continue to develop lessons and assessments that align to the common core grade level standards and utilize the eight mathematical practices. • Will attend any Edison Region PL made available to lead teachers • Additional training to address the needs of EL students will provided to teachers by West Ed (i3Grant). 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the eight mathematical practices. Instruction will incorporate the following, as appropriate: 		

- Use of manipulatives to aid in mathematical problem solving.
 - Students will be instructed using the district adopted Go Math Curriculum.
 - Close Reading Strategies
 - Complex text, task, and talk.
 - Integrated ELD instruction
 - In an effort to meet grade level standards in math; students must be able to read with proficiency, write, and explain their thinking. As a result, students in grades K-6, scoring significantly below established benchmarks, may be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through deployment, and/or BIA's.
 - Closely monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.
 - To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced, and upgraded as needed. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
 - Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.
 - Rewards and incentives may be provided for academic improvement and achievement.
- Specify additional targeted actions for EL students:*
- After school tutoring by certificated teacher will be provided to selected EL students in order to provide support and assistance with math foundational concepts.
 - Integrated and designated ELD instruction in all subject areas.
 - The BIA's will work in conjunction with the teacher to provide additional intervention to identified EL students.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Materials & Supplies				Materials and supplies	\$9,944
1	1	Sup & Conc	Instruction	Materials & Supplies				Material and supplies	\$2,562
								Total	\$12,506

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
<p>Action # 2</p>	<p><i>Detail the action:</i> To increase the percentage of students who meet or exceed standards on the ELA portion of the SBAC, we will continue to focus upon our students’ ability to read, comprehend, and respond to grade level text.</p> <ul style="list-style-type: none"> • The school will use differentiated instructional strategies and universal access preparation strategies to enhance student success in attaining standards as well as develop bi-literate skills in the target language (Spanish). These may include consensus building, collaborative, cooperative groupings, or re-teaching. Teachers will incorporate the four instructional commitments: 1 - Engage students in complex text, talk and tasks to address reading, writing, listening and speaking standards. 2 - Engage students in grade level standards through the use of Scope and Sequence. 3 – Engage students in higher levels of thinking as measured by Webb's DOK. 4 - Engage students in assessments that are standards based and SBAC aligned. • The school will also use strategies that are recommended in the CCSS ELA/ELD Framework, Making Thinking Visible, and Notice and Note. Intervention will be provided to support students who are struggling with reading and writing. Common Core Focus to include providing Grade Level Planning Days for Module Development using the Scope & Sequence. Imagine Learning will be used as an intervention for EL students in grades K-2 who are at the lower Spanish levels in reading. • Monitor SQII indicators to ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed. • Professional development focused on the implementation of the ELA/ELD Framework will be provided. • Instruction will focus on complex text, task, and talk that is aligned to the ELA/ELD Framework. • AC Teams will continue to identify text complexity and use identified texts to create complex tasks. • Targeted instruction and interventions, focused on foundational reading skills and phonemic awareness, will be provided to support students who are having difficulty in reading. 		

<p><i>SQII Element:</i> ELA (SBAC)</p>	<p><i>SQII Sub-element(s):</i> Achievement Gap (5997)</p>	<p><i>Site Growth Target:</i> 32%</p>	<p><i>Vendor (contracted services)</i> BIA's Extra pay contracts for certificated staff</p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> The percentage of students that meet or exceed standards on the 2017 ELA SBAC, will increase to 32%, as measured by SQII indicator 5997.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. Classroom walkthroughs 2. DRP assessment results 3. Interim and grade level benchmarks assessments 4. Student/teacher goal setting and monitoring 5. SARC Student Academic Review Conference 6. Atlas/SQII Beta Tool 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. Administrator 2. Teachers 3. Teachers 4. Teachers 5. Administrator 6. Administrator 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> 1. Ongoing 2. Quarterly 3. Fall and Spring 4. Ongoing 5. Fall and Spring 6. Ongoing
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Each teacher will specifically review each student’s reading levels, goals, and scores at the fall parent conference. • Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students’ progress. • Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed. • To encourage reading at home, additional library hours will be provided to allow students and parents additional access to reading material. • Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings. • A Book Fair will be held to promote student literacy. • A committee comprised of parents, staff and administration for growing the DI program will become an important element of the school community. The committee will explore various ways to grow the DI program and may include: media coverage, magazine advertisement and attending community affairs to promote the DI program 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Ongoing Professional Learning opportunities to refine the implementation of: <ul style="list-style-type: none"> ○ ELA/ELD Framework (West Ed training and coaching modules) 			

- **Complex text, task, and talk.**
- **Close Reading Strategies in all subject areas**
- **Integrated and Designated ELD instruction in all subject areas**
- **PL will be provided, as necessary, to address the teaching of foundational reading skills, phonemic awareness, and Interactive Read Aloud.**
- **AC teams will analyze data, develop action plans, and create lessons.**
- **Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions.**
- **Data analysis after each quarter**
- **Supplemental contracts will be available for after-school tutoring**
- **Subs for 3 planning days will be scheduled.**
- **Regional work and PL addressing reading/writing across the region**

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

- **Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:**
 - **Interactive Read Alouds**
 - **Close Reading Strategies**
 - **Integrated ELD instruction**
 - **Complex text, task, and talk**
 - **District adopted language arts curriculum**
- **Monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.**
- **For students in grades K-3, scoring significantly below established benchmarks, after-school tutoring will be provided to selected students to provide support and assistance in ELA or Math beginning in October after parent conferences. Supplemental contracts will be provided for certificated staff to tutor students.**
- **Interventions driven by the ELA/ELD Framework will be provided by the classroom teacher during small groups and afterschool, and/or through BIA's.**
- **In an effort to increase student literacy and comprehension, approved software and internet subscription to Imagine Learning Espanol will be utilized to support the individualized needs of students in grades K-2.**
- **Technology hardware, software and accessories will be purchased, repaired, replaced, and upgraded as needed in order to support assessment and reading instruction. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.**

- **Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.**
- **Rewards and incentives may be provided for academic growth.**

Specify additional targeted actions for EL students:

- **After school tutoring by certificated teacher will be provided to selected EL students in order to provide support and assistance in ELA and math.**
- **Integrated and designated ELD instruction in all subject areas.**
- **Additional training to address the needs of EL students will provided to teachers by West Ed.**
- **The BIA’s will work in conjunction with the teacher to provide additional intervention to identified EL students.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750		Para bilingual -Spanish	\$10,289
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750		Para bilingual Spanish	\$11,028
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750		Para bilingual Spanish	\$10,213
2	1	Sup & Conc	Instruction	Teacher- Substitute Salaries				Subs for planning days 3x/year 12 subs and roving sub for SARC	\$5,700
2	1	Sup & Conc	Instruction	Teacher- Supplemental Salaries				Supplemental contract SST mgr./test co-ordinator, EL rep.	\$1,489
2	1	Title 1 Basic	Instruction	Teacher- Supplemental Salaries				Certificated tutoring after school supplemental.	\$15,900

2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology, equipment & supplies	\$20,676
2	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent participation food, incentives etc.	\$1,000
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Repair equipment, laptops, printers projectors etc. Communication.	\$2,500
2	1	Sup & Conc	Instruction	Books & Other Reference			Other*	Imagine Learning Inc. License for 50 students	\$6,300
								Total	\$85,095

Domain	<input checked="" type="checkbox"/> I. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Our school data reveal the importance to remain focused on ensuring that students are capable of reading, comprehend, and respond to grade level text by the end of third grade. In order to address and meet this goal, the following actions will be taken:</p> <ul style="list-style-type: none"> The school will provide a comprehensive Reading support and intervention program, with an emphasis on students who scored significantly below grade level on the DRP in grades 2nd – 6 in the spring administration. The school will use a plethora of instructional strategies including strategies that are recommended in the CCSS ELA/ELD Framework. Intervention will be provided to support students who are struggling with reading and writing by either small group instruction during universal access time or afterschool tutoring provided by teacher. The school will implement integrated ELD strategies school-wide to include student engagement/ talk structures, Tier 2 vocabulary development process, sentence frames, test deconstruction/ re-construction, text/paragraph/ sentence analysis, and repeated interactive read aloud (RIRA). Align designated ELD instruction to ELA focus, differentiating instruction and incorporating the skills and strategies that are provided in the vignettes found in the CCSS 		

	<p>framework ELA/ELD Standards. As part of the Edison Regional plan, Sunset will implement the technology standards to support our students in closing disproportionality of entry level technology skills when entering Edison High School and to support becoming career and ready graduates. Students will have exposure to technology on a weekly basis with lesson instruction around newly adopted technology standards</p> <ul style="list-style-type: none"> • The school will use differentiated instructional strategies and universal access preparation strategies to enhance student success in attaining standards as well as develop bi-literate skills in the target language (Spanish). These may include consensus building, collaborative, cooperative groupings, or re-teaching. Teachers will incorporate the four instructional commitments: 1 - Engage students in complex text, talk and tasks to address reading, writing, listening and speaking standards. 2 - Engage students in grade level standards through the use of Scope and Sequence. 3 – Engage students in higher levels of thinking as measured by Webb's DOK. 4 - Engage students in assessments that are standards based and SBAC aligned. • Instruction will continue to focus on complex text, task, and talk that is aligned to the ELA/ELD Framework. • Our school will continue to implement school-wide reading comprehension strategies from the following sources: <ul style="list-style-type: none"> ▪ The Skillful Teacher ▪ Making Thinking Visible ▪ Notice and Note ▪ ELA/ELD Framework • The site will provide targeted instruction and interventions focused on foundational reading skills to support students who are having difficulty in reading. Three BIA’s, under the direction and supervision of the classroom teacher and principal, will be used to assist with targeted intervention. • To ensure that the needs of students that are more than 10 percent (10%) negatively disproportionate are addressed, SQII indicators will be monitored periodically. • The staff will continue to take part in professional development provided by West Ed focused on the implementation of the ELA/ELD Framework. • AC Teams will continue to identify text complexity and use identified texts to create complex tasks.
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<ul style="list-style-type: none"> Reading incentives to promote literacy will involve Grizzly’s reading incentive program as well as Wendy’s and Kentucky Fried Chicken reading incentives. 			
<i>SQII Element: Reading by Third Grade</i>	<i>SQII Sub-element(s): Grade Level Proficiency (6034), Disproportionality (6063), Achievement Gap (6590)</i>	<i>Site Growth Target: 38%</i>	<i>Vendor (contracted services) BIA’s Extra pay contracts for certificated staff Imagine Learning Español</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point: By June of the 2017, the percentage of students reading at grade level will reach 30 percent (30%), as measured by SQII indicator 6590. Students in each individual grade level will increase reading proficiency as demonstrated by:</i></p> <ol style="list-style-type: none"> Eighty percent (80%) of kindergarten students will meet the BAS/Spanish end of year benchmark (level D). Eighty (80%) of first grade students will meet the BAS/Spanish end of year benchmark (level J). The percentage of second and third grade students scoring significantly below grade level, as measured by DRP, will decrease by 10% (as determined by SQII indicator 3787). 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> Atlas/SQII Beta Tool District and grade level benchmarks assessments Classroom walkthroughs KAIG, BAS, and DRP assessment results Student/teacher goal setting and monitoring SARC School Academic Review Conference 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> Administrator Teachers Admin Teachers Teacher Administrator 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> Ongoing Quarterly Fall and Spring Ongoing Fall and Spring After each quarter
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Teachers will review each student’s reading levels, goals, and scores at the fall parent conference. Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students’ progress. 			

- **Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed.**
- **To encourage reading at home, additional library hours will be provided to allow students and parents additional access to reading material.**
- **Parents will be included in Student Success Team (SST) meetings. During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.**
- **A Book Fair will be held to promote student literacy.**
- **A DI Recruitment Committee comprised of parents, administration and staff, will assist with recruitment throughout the year focusing their efforts in growing the Dual Immersion program.**

Describe related professional learning:

- **Ongoing Professional Learning opportunities to refine the implementation of:**
 - **ELA/ELD Framework (West Ed training and coaching modules)**
 - **Complex text, task, and talk.**
 - **Close Reading Strategies in all subject areas**
 - **Integrated and Designated ELD instruction in all subject areas**
- **PL will be provided, as necessary, to address the teaching of foundational reading skills, phonemic awareness, and Interactive Read Aloud.**
- **AC teams will analyze data, develop action plans, and create lessons.**
- **Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions.**
- **Data analysis after each quarter**
- **Supplemental contracts will be available for after-school tutoring**
- **Subs for 3 planning days will be scheduled.**
- **Cross-grade level Collaboration during AC meetings**
- **Integration of English Reading by 3rd grade through the use of the 4 instructional commitments**
- **Support from EL department**

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

- **Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:**
 - **Interactive Read Alouds**
 - **Close Reading Strategies**

- **Integrated ELD instruction**
- **Complex text, task, and talk**
- **District adopted language arts curriculum**
- **Monitor students that are more than 10 percent (10%) negatively disproportionate, as identified by the SQII, and plan instruction to address the needs of those students.**
- **For students in grades K-3, scoring significantly below established benchmarks, after-school tutoring will be provided to selected students to provide support and assistance in ELA or Math beginning in October after parent conferences. Supplemental contracts will be provided for certificated staff to tutor students.**
- **Interventions driven by the ELA/ELD Framework will be provided by the classroom teacher during small groups and afterschool, and/or through BIA's.**
- **In an effort to increase student literacy and comprehension, approved software and internet subscription to Imagine Learning Espanol will be utilized to support the individualized needs of students in grades K-2.**
- **Technology hardware and accessories will be purchased, repaired, replaced, and upgraded as needed in order to support assessment and reading instruction. This will include the purchase and/or installation of equipment such as: computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.**
- **Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction in all subject areas and intervention program needs.**
- **Rewards and incentives may be provided for academic growth.**

Specify additional targeted actions for EL students:

- **EL students who scored significantly below grade level will participate weekly in a minimum of 2 – 30 minute push-in intervention sessions provided by a BIA, under classroom teacher direction, to assist identified/targeted students.**
- **Integrated and designated ELD instruction in all subject areas.**
- **EL students qualifying for these intervention services will also receive afterschool tutoring, provided by certificated staff, based on reading assessments to focus on targeted reading foundational skills and reading comprehension and writing. Supplemental contracts for teachers to provide afterschool tutoring 1-2x's per week.**
- **Additional training to address the needs of EL students will provided to teachers by West Ed.**
- **The BIA's will work in conjunction with the teacher to provide additional intervention to identified EL students.**
- **After school tutoring by certificated teacher will be provided to selected EL students in order to provide support and assistance in ELA/ELD.**

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
<p>Action # 4</p>	<p><i>Detail the action:</i></p> <ul style="list-style-type: none"> To increase the re-designation rate of English Learners, focusing on the progress of long term EL students, the staff will participate in year 2 of professional learning that is focused on the ELA/ELD standards. The training will be funded by the district through the i3 Grant and provided by Leading with Learning (West Ed). The staff will apply new pedagogy to enhance ELD instruction. The school will provide a comprehensive ELA/ELD support and intervention program, with an emphasis on EL students who scored significantly below grade level on the DRP in grades 2nd – 6 in the spring administration. The school will use differentiated instructional strategies and universal access preparation strategies to enhance student success in attaining standards as well as develop bi-literate skills in the target language (Spanish). These may include consensus building, collaborative, cooperative groupings, or re-teaching. Teachers will incorporate the four instructional commitments: 1 - Engage students in complex text, talk and tasks to address reading, writing, listening and speaking standards. 2 - Engage students in grade level standards through the use of Scope and Sequence. 3 – Engage students in higher levels of thinking as measured by Webb's DOK. 4 - Engage students in assessments that are standards based and SBAC aligned. The school will also use strategies that are recommended in the CCSS ELA/ELD Framework, Making Thinking Visible, and Notice and Note. Intervention will be provided to support students who are struggling with reading and writing. Common Core Focus to include providing Grade Level Planning Days for Module Development using the Scope & Sequence. Imagine Learning will be used as an intervention for EL students in grades K-2 who are at the lower Spanish levels in reading. Funds will be allocated for trained CELDT assessors to assess our English Learners during the CELDT administration window, as well as copier and communications contract to provide parent information on progress and student needs. A School Academic Review Conference will take place in the fall and spring to review the progress of English Learners in grades K-6. During the conferences, data will be reviewed and action plans will be developed to ensure students are meeting re-designation benchmarks. Substitute teachers will be provided, as needed. 		
	<p><i>SQII Element:</i> EL Redesignation</p>	<p><i>SQII Sub-element(s)</i> Borderline to Eligibility Pool (5990), Borderline to Re-designation Within 365 Days</p>	<p><i>Site Growth Target:</i> 20%</p>

	(5968), Continuously Enrolled Re-designation Rate): English Proficiency Growth (6017)		Extra pay contracts for certificated staff Imagine Learning Español
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point: By June 2017, the number and percentage of EL students who have been continuously enrolled for five years or more and were re-designated in the current year will increase to forty-two percent (20%), as measured by SQII indicator 6017.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> 1. CELDT assessment results 2. Student/teacher goal setting and monitoring (CELDT Chats and DRP goal setting) 3. School Academic Review Conference (SARC) 4. DRP results for English Learners 5. SBAC results for English Learners 6. ATLAS and SQII monitoring 7. 3 days of training provided through i3 grant for the 2016-17 school year 8. On-going training in CCSSS ELA/ELD Framework 9. Cross-grade level Collaboration during AC meetings 		<p>Owner(s)</p> <ol style="list-style-type: none"> 1. Administrator 2. Teachers 3. Administrator/Teacher 4. Administrator 5. Administrator 6. Administrator 7. West Ed 8. I3 grant West Ed 9. Administrator/Teacher 10. Administrator/Teacher 	<p>Timeline</p> <ol style="list-style-type: none"> 1. Ongoing 2. Fall and Spring 3. Fall and Spring 4. Fall and Spring 5. Fall 6. Ongoing 7. 2016-17 school year 8. 2016-17 school year 9. Fall & Spring 10. Fall & Spring
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • The re-designation process and re-designation updates will be provided to parents at meetings that include: ELAC, Parent Coffee Hours, and School Site Council. • Parents will be notified regarding CELDT results, EL status, and re-designation. • Classroom teachers to communicate CELDT progress to parents throughout the year. • Teachers will review student reading progress during parent conference week in October. • The school will host a Dr. Seuss reading event for parents and students in March 2017 in an effort to encourage reading beyond the school environment. 			

- **A committee comprised of parents, staff and administration for growing the DI program will become an important element of the school community. The committee will explore various ways to grow the DI program and may include: media coverage, magazine advertisement and attending community affairs to promote the DI program**

Describe related professional learning:

- **Ongoing Professional Learning opportunities to refine the implementation of:**
 - **Integrated and Designated ELD Instruction in all subject areas.**
 - **ELA/ELD Framework (West Ed Training)**
 - **Close Reading Strategies in all subject areas**
 - **Complex text, task, and talk.**

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

- **Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.**
- **The contracted CELDT Assessors will work in conjunction with teachers to administer the annual CELDT assessment.**
- **Classroom teachers will provide Integrated and Designated ELD instruction.**
- **A BIA will work in conjunction with the classroom teacher to provide additional intervention to identified EL students.**
- **To increase student literacy and comprehension, approved software and internet subscriptions will be utilized to support the individualized needs of EL students.**
- **Supplemental books and reading material will be purchased to support student literacy and reading instruction for EL students.**
- **Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction for EL students in all subject areas and intervention program needs.**

Specify additional targeted actions for EL students:

- **CELDT growth will be monitored to identify, plan, and facilitate appropriate interventions for EL students.**
- **EL students who scored significantly below grade level will participate weekly in a minimum of 2 – 30 minute push-in intervention sessions provided by a BIA, under classroom teacher direction, to assist identified/targeted students.**
- **EL students qualifying for these intervention services will also receive afterschool tutoring, provided by certificated staff, based on reading assessments to focus on targeted reading foundational skills and reading comprehension and writing. Supplemental contracts for teachers to provide afterschool tutoring 1-2x's per week.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Parent Participation	Other Classified-Supplemental				Child care	\$916
4	1	EL	Instruction	Direct-Other (Dr)				CELDT ASSESSOR CHARGES BY REA	\$2,000
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent involvement/participation	\$696
Total									\$3,612

Domain	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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	<p><i>Detail the action:</i> In an effort to prepare students for middle school rigorous coursework; school-wide instruction, policies, and strategies that lead to student success will be aligned to the following:</p> <ul style="list-style-type: none"> • The school will use differentiated instructional strategies and universal access preparation strategies to enhance student success in attaining standards as well as develop high levels of bi-literate skills in the target language (Spanish). These may include consensus building, collaborative, cooperative groupings, or re-teaching. Teachers will incorporate the four instructional commitments: 1 - Engage students in complex text, talk and tasks to address reading, writing, listening and speaking standards. 2 - Engage students in grade level standards through the use of Scope and Sequence. 3 – Engage students in higher levels of thinking as measured by Webb's DOK. 4 - Engage students in assessments that are standards based and SBAC aligned. <ul style="list-style-type: none"> ○ Student engagement activities ○ Common Core State Standards ○ Safe and Civil Schools ○ Restorative Practices 		

<p>Ongoing professional learning will be provided, as needed, to address identified needs. Activities and opportunities for positive interactions will be reviewed and implemented to increase student connections to school.</p>			
<p><i>SQII Element: Middle School Readiness</i></p>	<p><i>SQII Sub-element(s): Middle School Readiness Achievement gap indicator 6381</i></p>	<p><i>Site Growth Target: 22%</i></p>	<p><i>Vendor (contracted services) BIA's Extra pay contracts for certificated staff</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> During 2016-2017 school year, the percentage of sixth grade students that meet the criteria for the Middle School Rigorous Coursework Eligibility Rate, as measured by SQII indicator (6381) will increase to twenty-two percent (22%).</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> Review of relevant SQII indicators (student GPA, attendance, suspensions) Teacher/student data review and goal setting 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> Administrator and Teachers Teachers 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> Ongoing Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Teachers will review each student's academic levels, goals, and scores at the fall parent conference. Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress. Coffee hours, workshops, and meetings will be scheduled to provide parents with common core aligned resources and strategies. Additional student supervision, babysitting, materials, and supplies will be provided, as needed. Parents will be included in Student Success Team (SST) meetings. During the SST meetings, attendance, student progress, and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings. A school or district representative will schedule regular meetings with the parents of students that are classified as Chronic or Severe Chronic. Will work with and schedule Parent University sessions throughout the year. A DI Recruitment Committee comprised of parents, administration and staff, will assist with recruitment throughout the year focusing their efforts in growing the Dual Immersion program. 			

Describe related professional learning:

- **Ongoing Professional Learning opportunities to refine the implementation of:**
 - **ELA/ELD Framework (West Ed Training)**
 - **The district adopted Go Math curriculum**
 - **Close Reading Strategies in all subject areas**
 - **Complex text, task, and talk.**
 - **Integrated and Designated ELD Instruction in all subject areas**
 - **Safe and Civil Schools**
 - **Restorative Practices**

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

- **Students will be provided with differentiated instruction that is aligned to grade level standards and incorporates the following, as appropriate:**
 - **Designated and Integrated ELD instruction**
 - **District adopted curriculum**
 - **Rigorous text, as identified by the site established Text Complexity Tool**
 - **Close Reading Strategies**
 - **Complex text, task, and talk**
- **Class meetings will be held weekly to promote and build positive relationships between students and adults.**
- **The Principal will conference with students and their parents in order to address Chronic or Severe Chronic attendance.**
- **Attendance will monitored and rewards as well as incentives for outstanding attendance at quarterly awards assemblies will be granted.**

Specify additional targeted actions for EL students:

- **Provide integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.**
- **EL students qualifying for intervention services will also receive afterschool tutoring, provided by certificated staff, based on reading assessments to focus on targeted reading foundational skills and reading comprehension and writing. Supplemental contracts for teachers to provide afterschool tutoring 1-2x's per week.**

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<h2>Action # 6</h2>	<p><i>Detail the action:</i> Based on data, there is a strong correlation between consistent attendance and academic achievement. Because we have students who are not meeting grade level standards we find that they are also the student with poor attendance. It is therefore critical that we continue to takes the necessary measures to improve student attendance. In an effort to address this, the following actions will be taken:</p> <ul style="list-style-type: none"> • Implement a system where the number and percentage of absences with no reason code entered within 48 hours is reduced. This system will include calendaring parent meetings with Principal for all Chronic and manageable absences, home visits or calls by administrator, teachers, or attendance clerk. A Monthly list of students with 10 or more days of absences provided to teachers throughout the school year during each attendance period. • Implement an intervention system where the number and percentage of 3rd – 6th graders who are meeting the EIIS attendance and behavior criteria and have 1 or more D/F in semester is reduced. This system will include establishing parent meetings with Principal for all Chronic and manageable absence, home visits or calls by administrator, teachers, or attendance clerk. A Monthly list of students with 10 or more days of absences provided to teachers throughout the school year. Schedule winter, spring and summer enrichment session for all students including those not enrolled in county afterschool program to take part in activities include art, music and drama. • The attendance clerk/office assistant will communicate with parents in order to address student’s attendance issues. • Attendance contracts and incentives will be utilized to promote student attendance. • Goal 2 activities will be provided to further connect students to school. Include extra pay contracts to manage student council, Peach Blossom coach, yearbook club and SST case manager. • Class meetings will be held to foster and build positive relationships between students and adults. 		
	<i>SQII Element:</i> Chronic Absenteeism/Student Engagement	<i>SQII Sub-element(s):</i> Chronic Absenteeism Rate (6331), Student engagement (5944)	<i>Site Growth Target:</i> 6%
<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 checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of K-6 grade students that are Chronic or Severe Chronic in attendance will decrease to 6% as measured by SQII indicator 6331.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. To ensure parents are appropriately informed regarding the importance of school attendance, parent attendance at A2A meetings will be logged into ATLAS. 2. Monitor attendance through ATLAS and SQII as well as conduct an Attendance/tardy results analysis and maintain a log of home visits or calls 3. Goal 2 Participation will be entered into ATLAS and monitored on the SQII 4. Weekly class meetings will be logged 	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. Office Staff and Principal 2. Office Staff & Principal 3. Principal 4. Teachers 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 4. Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • A school or district representative will schedule regular meetings with the parents of students that are classified as Chronic or Severe Chronic. • The office attendance clerk and principal will contact parents or make home visits, as necessary, to promote positive attendance. • Attendance will be discussed with parents during Parent Teacher Conferences and SST Meetings. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Ongoing PL in Safe and Civil Schools strategies and Restorative Practices to help connect students to school, resulting in improved attendance. • The Restorative Practices Counselor (if one is provided) will consult with teacher and work with students to promote student connectedness to the school. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • The Principal and psychologist will conference with students that have Chronic or Severe Chronic attendance. • Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies. • Goal 2 activities will be planned to engage students in art, activities, and athletics. • Rewards and incentives may be provided for improved attendance. 		

Specify additional targeted actions for EL students:

- **The principal will contact the parents of EL students and do home visits, as necessary, to promote positive attendance.**
- **Incentives for students who have made an effort to decrease their Chronic and manageable absences**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instructional Supervision & Administration	Certificated Supervisors & Admin-Sup				Admin coverage for afterschool program spring session	\$2,010
6	2	EL	Instruction	Teacher-Supplemental Salaries				Student council advisor & other activities	\$1,103
6	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics printing posters for Safe and Civil, flyers etc.	\$500
6	2	Sup & Conc	School Administration	Copier Maintenance				Xerox Copier contract	\$800
Total									\$4,413

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Sunset - 0435

ON-SITE ALLOCATION

3010	Title I	\$16,596 *
7090	LCFF Supplemental & Concentration	\$44,453
7091	LCFF for English Learners	\$44,577
TOTAL 2016/17 ON-SITE ALLOCATION		\$105,626

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$361
Remaining Title I funds are at the discretion of the School Site Council	\$16,235
Total Title I Allocation	\$16,596

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 0435 Sunset Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Mat & Supp			Material and supplies	2,562.00
1	1	EL	Instruction	Mat & Supp			Materials and supplies	9,944.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated tutoring after school supplemental.	15,900.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning days 3x/year 12 subs and roving sub for SARC	5,700.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract SST mgr./test co-ordinator, EL rep.	1,489.00
2	1	Sup & Conc	Instruction	Bks & Ref			Other* : Imagine Learning Inc. License for 50 students	6,300.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment & supplies	20,676.00
2	1	Sup & Conc	Instruction	Direct-Maint			: Repair equipment, laptops, printers projectors etc. Communication.	2,500.00
2	1	Sup & Conc	Parent Participation	Mat & Supp			Parent participation food, incentives etc.	1,000.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	Para bilingual Spanish	11,028.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	Para bilingual -Spanish	10,289.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	Para bilingual Spanish	10,213.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement/participation	696.00
4	1	Sup & Conc	Parent Participation	Oth Cls-Supp			Child care	916.00
4	1	EL	Instruction	Direct-Other			CELDT ASSESSOR CHARGES BY REA	2,000.00
6	2	Sup & Conc	Instruction	Direct-Graph			Graphics printing posters for Safe and Civil, flyers etc.	500.00
6	2	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sup			Admin coverage for afterschool program spring session	2,010.00
6	2	Sup & Conc	School Administration	Copier Maint			Xerox Copier contract	800.00
6	2	EL	Instruction	Teacher-Supp			Student council advisor & other activities	1,103.00

\$105,626.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$16,596.00
Sup & Conc	7090	\$44,453.00
EL	7091	\$44,577.00
Grand Total		\$105,626.00

Domain Totals	Budget Totals
Academic	\$101,213.00
Social/Emotional	\$4,413.00
Grand Total	\$105,626.00

E.1. Assurances

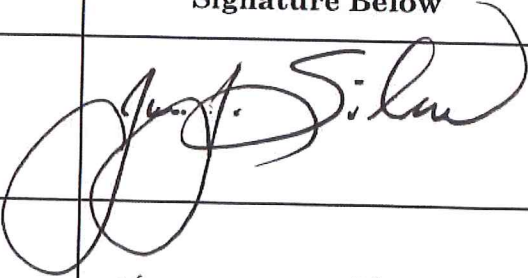
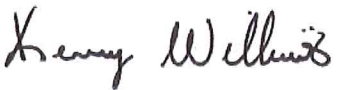
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 - Juan Silva	X				
2. Chairperson - Kenny Williams				X	
3. Blanca Cervantes				X	
4. Maria Gonzalez				X	
5. Leticia Burgess				X	
6. Letisia Chavez				X	
7. Susan Jimenez		X			
8. Maria Ledesma		X			
9. Eva Ruiz		X			
10. Rita Fernandez			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name:			
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	Juan J. Silva		3-31-16
SSC Chairperson	Kenny Williams		3-31-16

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