

Vang Pao Elementary School

10621660119339

Principal's Name: Teresa Calderon

Principal's Signature: 

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : ▼

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" 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	64/65	33.64 %
<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	60/67	51.94 %
<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	60/66	9.84 %
<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	55/66	57.46 %
<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	52/67	52.49 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	50/67	82.83 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	49/67	16.96 %
<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	48/66	9.79 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	48/68	28.57 %
<input checked="" 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 the end of spring semester and are redesignated within 365 days	47/67	45.76 %
<input checked="" 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	43/68	31.67 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	27/68	42.65 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	54/64	40 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	35/68	94.59 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	61/67	43.28 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	40/67	2.33 %

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> The school will implement a comprehensive math program utilizing the baseline program. Teachers may also supplement with online instructional program and supplemental materials in a blended learning model with an emphasis on students scoring significantly below on the SBAC in grades 3rd - 6th in the Spring 2017 administration.</p> <p>As a designated school for 2016-2017 school year we will have an additional FTE to support our site with blended learning, analyzing and reflecting on data, and supporting students in learning as determined by data. In addition, we will have additional time for Professional Learning and Accountable Community meetings where we will focus on Math and EL strategies.</p>		
<i>SQII Element:</i> 5998 Math (SBAC)	<i>SQII Sub-element(s):</i> Achievement Gap	<i>Site Growth Target:</i> 46%	<i>Vendor (contracted services)</i> Curriculum & Associates, GW School Supply, CA Teaching Fellows Foundation, and Troxell.
<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 checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> a. By June 2017, the spring administration of the SBAC will show at least a 10% reduction in students who are more than 10% negatively disproportionate as per Math SBAC scores (from 52% to 46%)</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"> • SBAC spring administration • Diagnostic assessment, formative assessments, Common Formative Assessments and Interim Assessments • iReady instructional profile • SSTs may be held to monitor students with the most intensive academic need. 		<p><i>Owner(s)</i> Principal/VP/TsAs/Teachers/Special Ed staff/After School Program Staff, and Parents</p>	<p><i>Timeline</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.</p>

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

- Each teacher will specifically review each student's math levels and scores at the fall parent conference.
- Parents will be made aware of how to access the Parent Portal and the utilization of EDUTEXT throughout the year at Coffee Hours, conferences, and all parent meetings.
- The school will continue to support parents by providing opportunities through Parent University to learn math skills and strategies to utilize with their child at home. Parent involvement will be monitored through sign in sheets, surveys, and feedback.
- Parent is included in SST activity to address academic concerns in math.

Describe related professional learning:

- Training days will be planned throughout the year for math strategies which will be measured through the Interim Assessments, Formative Assessments, Common Formative Assessments, and iReady Diagnostic and Instruction as provided by Admin and TSAs.
- On-going training to continue support for strategies and skills in implementation of the baseline program and the blended learning model as provided by Admin and TSAs.
- Professional Learning will focus on how to build Common Formative Assessments utilizing various on line structures such as Illuminate and Standards Mastery as well the development of Rubrics.
- Professional learning will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading/math vocabulary comprehension and written expression.
- Accountable Communities will also receive trainings in Professional Learning Community methodology to maximize the efficiency of assessment and instruction as provided by Admin and TSAs.
- Ongoing collaboration/consultation with teachers and staff pertaining to the SST process.

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

All students in grades K-6th will participate in blended learning in the classroom on an ongoing basis. Teaching Fellows and support staff will support the blended learning program as needed in the classrooms. Copier lease for teachers to utilize upstairs for instructional support.

Instruction will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading/math content vocabulary comprehension and written expression. Formative and/or Common Formative assessments will be utilized monthly to monitor students' academic growth and determine students' needs.

Materials required include: online instructional programs (software), tablets, headphones, E-Beam, Ready Common Core Toolbox, notebooks, paper, pencils, pens, carts, surge protectors, chart paper, graph paper, markers, manipulatives/realia, crayons, laptops, toner cartridges, projector light bulbs, printers, and supplemental contracts for teachers participating in the SST process.

Specify additional targeted actions for EL students: Teachers will provide specific, scaffolded instruction for math during Designated EL time.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Non Capitalized Equipment				Purchase of tablets and other needed technology (printers, e-beams, document cameras, etc).	\$100
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Food supplies for parent trainings and meetings.	\$500
1	1	Title 1 Basic	Instruction	Materials & Supplies				Instructional materials and supplies for student and teacher use to provide support in ELA, Math and all curricular content areas.	\$13,679
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.5000			\$62,643
1	1	EL	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.5000			\$62,643
Total									\$139,565

Domain	<input checked="" type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
	Action # 2	<i>Detail the action:</i> The school will continue to implement comprehensive reading support as well as a reading intervention program (RTI).				

<p>All students, K-6th will participate in a blended learning model to address the ELA needs of all students as indicated by continuous progress monitoring assessment tools. The school will also use interventions to support struggling readers in K-2nd grades. As a designated school for 2016-2017 school year we will have an additional FTE to support our site with blended learning, analyzing and reflecting on data, and supporting students in learning as determined by data. In addition, we will have additional time for Professional Learning and Accountable Community meetings where we will focus on ELA and ELD.</p>			
<p><i>SQII Element:</i> 5997 ELA (SBAC)</p>	<p><i>SQII Sub-element(s):</i> 5- Achievement Gap</p>	<p><i>Site Growth Target:</i> 47.5%</p>	<p><i>Vendor (contracted services)</i> Curriculum & Associates, CA Teaching Fellows Foundation, Renaissance Learning, Achieve 3000 Inc.</p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p>a. <i>Write a SMART Goal to address each data point:</i> By June 2017, the spring administration of the SBAC will show at least a 10% reduction in students who have an ELA SBAC score and are more than 10% negatively disproportionate. (from 52.5% to 47.5%)</p>			
<ul style="list-style-type: none"> • <i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> • Diagnostic assessment, formative assessment, and Interim Assessments • iReady instructional profile • DIBELS • Achieve 3000 • BAS and KAIG • AR Star Assessment • SSTs may be held to monitor students with the most intensive academic need. 		<p><i>Owner(s)</i> Principal/VP/TSAs/Teachers/ Special Ed Staff/After School Program Staff, and Parents</p>	<p><i>Timeline</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.</p>

Explain the Targeted Actions for Parent Involvement (required by Title I): Each teacher will specifically review each student's reading levels and scores at the fall parent conference. The school will implement a Literacy Week event for parents and students during the Spring Semester. The purpose of the event will be to encourage reading at home.

The school will continue to support parents by providing opportunities through Parent University to learn reading skills and strategies to utilize with their child at home.

Parents will be made aware of how to access the Parent Portal and the utilization of EDUTEXT throughout the year at Coffee Hours, conferences, and all parent meetings.

Parent involvement will be monitored through Sign in sheets, surveys, and feedback.

Parent is included in SST activity to address academic concerns in ELA.

Parents will monitor their child's daily reading logs at home and verified weekly by a parent signature.

Parents will be encouraged to continually access the AR Parent Portal to monitor student progress.

Describe related professional learning:

- Training days will be planned throughout the year for reading comprehension strategies which will be measured through iReady Diagnostic and Progress Monitoring, BAS, KAIG and DRP.
- Professional Learning will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading comprehension and written expression.
- Professional Development on FUSD's Enacting the Frameworks - ELD/ELA Standards Initiative.
- On-going training to continue support for strategies and skills in implementation of the baseline program and blended learning model.
- Professional Learning will focus on how to build Common Formative Assessments utilizing various on line structures such as Illuminate and Standards Mastery as well the development of Rubrics.
- Staff collaboration during Accountable Communities.
- DIBELs collaboration K-2nd teachers.
- Professional Learning, one on one for iReady and Achieve 3000.
- Continued book study by site Leadership Team and staff of the books Learning by Doing and Teaching Common Core ELA Standards.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students in grades K-6th will participate in blended learning in the classroom on an ongoing basis. Students identified as struggling readers in

grades 1st-2nd will qualify for intervention services provided by the TSA and Teaching Fellows for a minimum of 4 days at 40 minutes.

In order to increase reading comprehension, reading behavior, and vocabulary development, all students in grades 1st – 6th will participate in Accelerated Reading Program facilitated by classroom teachers and managed by the Library Tech.

Targeted students will be provided the opportunity to participate in the Extended Learning After-School Program to increase and extend their academic and social/emotional curricular instruction.

All students in grades K-6th will engage in complex texts and complex tasks to read and comprehend complex literary and informational texts independently and proficiently utilizing strategies learned from the Enacting the ELA/ELD Frameworks Initiative.

Instruction will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading comprehension and written expression. Formative and/or Common Formative assessments will be utilized monthly to monitor students’ academic growth and determine students’ needs.

Materials required: online instructional programs (software), tablets, maintenance of classroom and office technology, headphones, Ready Common Core Toolbox, notebooks, paper, pencils, pens, carts, surge protectors, chart paper, graph paper, markers, crayons, laptops, manipulatives/realia, printers, books, incentives, and supplemental contracts for teachers participating in the SST process.

Specify additional targeted actions for EL students:

- Teachers will provide specific, scaffolded instruction for literature and informational text during Designated EL time.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Materials & Supplies				Instructional materials and supplies for student and teacher use to provide support in ELA, Math and all curricular content areas. (\$19000 of these funds will be used for TSA pay)	\$6,677
2	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintenance of classroom and office technology as required.	\$1,000

2	1	Sup & Conc	Instruction	Copier Maintenance				Copier lease for teachers to utilize upstairs for instructional support. Copier lease for CWA & HSLs to utilize in office for attendance purposes.	\$5,000
2	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Students identified as struggling readers in grades 1st-2nd will qualify for intervention services provided by Teaching Fellows for a minimum of 4 days at 40 minutes. Teaching Fellows will also be utilized to assist classroom teachers with the blended le	\$26,600
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Tablets for in-class instruction and student support.	\$4,500
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase of tablets and other needed technology (printers, e-beams, document cameras, etc).	\$71,600
2	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	Students identified as struggling readers in grades 1st-2nd will qualify for intervention services provided by Teaching Fellows for a minimum of 4 days at 40 minutes. Teaching Fellows will also be utilized to assist classroom teachers with the blended le	\$26,600

2	1	Title 1 Basic	Instruction	Books & Other Reference				Instructional support software programs licenses. (will pay 50% of iReady & AR)	\$18,400
2	1	Sup & Conc	Instruction	Books & Other Reference				Online instructional program software (Achieve 3000).	\$8,080
								Total	\$168,457

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
Action # 3		<p><i>Detail the action:</i> The school will continue to implement a comprehensive reading support and intervention program through the blended learning model along with Integrated and Designated ELD instruction with an emphasis on students remaining at-risk on the most recent CELDT (Fall 2016). Roosevelt Region has also selected to continue their focus on English Language Learners and their re-designation.</p>		
<p><i>SQII Element:</i> 2358- LCFF Subgroups SPSA Needs Assessment ID #s – 6338/5968/5990</p>		<p><i>SQII Sub-element(s):</i> Achievement gap/disproportionality</p>	<p><i>Site Growth Target:</i> 29%</p>	<p><i>Vendor (contracted services)</i> Rosetta Stone, CA Teaching Fellows Foundation, CELDT Assessors, Achieve 3000 Inc., Read Naturally.</p>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p>a. <i>Write a SMART Goal to address each data point:</i> By January 2017, the data from the administration of the 16-17 CELDT will show an 11% decrease of students that are at-risk on the 16-17 CELDT to meet our target of 29% from 40%.</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"> DIBELS, iReady, Achieve 3000, DRP, Interim Assessments, and BAS 			<p><i>Owner(s)</i> Principal/VP/TSAs Teachers/Support Staff</p>	<p><i>Timeline</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>				

- Administration/TSA will present CELDT information/data for parents at Coffee Hour, ELAC, and SSC meetings. HSLs will provide translation services for parents/community.
- Parents will be made aware of how to access the Parent Portal and the utilization of EDUTEXT throughout the year at Coffee Hours, conferences, and all parent meetings.
- Parents will be invited to the spring awards assembly for students that are re-designated.
- Parents will be notified if their child increased a level on the overall 2016-2017 CELDT. Students will be recognized at the Spring Awards Assembly for improvements on the 2016-2017 CELDT.

Describe related professional learning:

- Provide training in the use of test release questions and activities for teachers in grades K-6th to maximize CELDT performance.
- Staff collaboration during Accountable Communities
- Provide time for teachers to review and analyze the EL Re-designation Goal Setting Sheet.
- Professional Learning for small group instruction and online instructional programs.
- Professional Learning will focus on how to build Common Formative Assessments utilizing various on line structures such as Illuminate and Standards Mastery as well the development of Rubrics.
- Professional Development on FUSD's Enacting the Frameworks - ELD/ELA Standards Initiative.
- Professional Learning will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading comprehension and written expression.

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

All students scoring at-risk on the CELDT will participate in focused ELD instruction, as well as intervention for a minimum of 60 minutes per week.

Instruction will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading comprehension and written expression utilizing strategies learned from the Enacting the ELA/ELD Frameworks Initiative.

Administration and Teachers will conduct CELDT chats with all EL students.

Formative and/or Common Formative assessments will be utilized monthly to monitor students' academic growth and determine students' needs.

CELDT assessors to assess students in grades K-6th.

Supplies: online instructional programs (software), tablets, maintenance of classroom technology, headphones, USB headsets, notebooks, paper, pencils, pens, carts, surge protectors, chart paper, markers, crayons, laptops, printers, picture cards, books, card stock, sentence strips, white boards, index cards, popsicle sticks, posters, poster paper, CD players, sleeve protectors, microphones, audio-phones, food supplies for parent meetings and trainings, and CELDT Assessors.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	EL	Attendance & Social Work Services	Classified Support-Extra Time				HSLs will provide translation services for parent meetings and trainings. HSLs will make needed phone calls to parents regarding teacher concerns both academic and behavior.	\$9,917
3	3	EL	Instruction	Books & Other Reference				Instructional support software for EL students to increase comprehension, vocabulary and language skills. Vendors-Curriculum and Associates, Rosetta Stone, and Renaissance Learning	\$27,588
3	3	EL	Instruction	Direct-Other (Dr)				CELDT assessors to assess students in grades K-6th.	\$5,000
3	3	EL	Instruction	Direct-Graphics (Dr)				Incentives for students for academic achievement.	\$5
3	3	EL	Instruction	Direct-Maintenance (Dr)				Maintenance of classroom technology as needed.	\$1,500
3	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent supplies for meetings and trainings.	\$100

3	3	EL	Parent Participation	Materials & Supplies				Food for parent meetings and trainings.	\$500
								Total	\$44,610

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
Action # 4	<p><i>Detail the action:</i> Staff (Attendance Social Worker, HSLs, Teachers, Admin.) will meet weekly with chronically absent students to discuss the importance of attendance, goal set for improved attendance and monitor. Meetings and/or conferences will be documented onto ATLAS. The Home School Liaisons and or Child Welfare and Attendance Specialist (CWA) will make weekly visits to homes of chronically absent students. Designated staff will make daily phone calls to parents of chronically absent students. A2A meetings will continue to be held bi-monthly with parents for chronically absent students. We will continue to implement an Elective Wheel for 45 minutes per week. Elective Wheel classes will be taught by teachers, staff, and/or parent volunteers.</p> <p>A Family Learning Center sponsored by EBAYC will be assisting with the Kindergarten severe chronic attendance students. Outreach and trainings will be implemented through the Family Learning Center.</p>		
	<p><i>SQII Element:</i> 6331-Attendance SPSA Needs Assessment ID# 5963</p>	<p><i>SQII Sub-element(s):</i> Social Emotional Data/Grade Correlation</p>	<p><i>Site Growth Target:</i> 37%</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p>a. Write a SMART Goal to address each data point: By May 2017, there will be a 19% reduction of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention to meet our target of 37% (currently at 56.6%).</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"> • Monthly ATLAS Attendance Reports • Staff Entries on ATLAS, Student Portfolio • Sign in Sheets from A2A Meetings 		<p><i>Owner(s)</i></p>	<p><i>Timeline</i> August 2016 and continues through June 2017.</p>

<ul style="list-style-type: none"> • SQII Data • EBAYC Data • HSL home visits • CWA home visits 	Principal, VP, Teachers, Support Staff, CWA, & HSLs, and parents
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Administration/TSA/CWA/HSLs will present Attendance Information/Data for parents at Coffee Hour, ELAC, and SSC meetings. Parents will be invited to the quarterly awards assembly for Attendance Recognition. Parents will be made aware of how to access the Parent Portal and the utilization of EDUTEXT throughout the year at Coffee Hours, conferences, and all parent meetings. A2A meetings will be held bi-monthly. HSL/CWA will make weekly home visits of chronically absent students. Elective Wheel will continue to be implemented on Friday mornings to encourage on time attendance.</p> <p><i>Describe related professional learning:</i> Staff will receive ongoing training regarding chronic attendance entries into ATLAS.</p> <p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> CWA will meet weekly with chronically absent students to discuss the importance of attendance and goal set to focus on improving attendance. Students who improve their weekly/monthly attendance will be recognized. CWA will conduct weekly attendance groups to counsel students on improving their attendance. CWA & HSLs will make home visits of chronically absent students. All classrooms participate in an Attendance Banner incentive where students earn incentives after 10 days of perfect attendance, (extra recess, ice cream, pizza).</p> <p>Supplies: Certificates, games, art supplies, cooking supplies, sports equipment, notebooks, incentives, books, stamps, ink pads, food for parent/staff meetings, Nutrition Center/Food Services, supplemental contracts for child care, ice cream, pizza, graphics and extra time for HSLs. Copier lease for CWA & HSLs to utilize in office for attendance purposes.</p> <p><i>Specify additional targeted actions for EL students:</i></p>	

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		HSL will work with parents, students, staff and community to improve student attendance. HSL will	\$13,471

								also assist in parent meetings and trainings.	
4	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.4375		HSL will work with parents, students, staff and community to improve student attendance. HSL will also assist in parent meetings and trainings.	\$14,117
4	2	EL	Parent Participation	Classified Support-Supplemental				Child care services will be provided for parent meetings and trainings.	\$5,049
4	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Child care services will be provided for parent meetings and trainings.	\$2,935
4	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics department will be utilized for various certificates and incentives.	\$5,000
4	2	EL	Attendance & Social Work Services	Local Mileage				Mileage for home visits by the HSLs.	\$2,000
Total									\$42,572

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
	Action # 5					
<i>Detail the action:</i> Provide PL for staff to continually build and maintain strategies to foster positive relationships with all students in order to decrease in-class and out-of-class suspensions.						
<i>SQII Element:</i> 2317- Suspensions. Implementation of 3 Tier PBIS Framework to Social Emotional Rate Correlation SPSA Needs Assessment ID# 3684	<i>SQII Sub-element(s):</i> Social Emotional Data/Grade Correlation. Tier 1 Proactive Conditions		<i>Site Growth Target:</i> 27.5%		<i>Vendor (contracted services)</i> GW School Supplies, Save Mart, Costco, Office Depot/Office Max, Geddes, Barnes & Nobles, Lakeshore.	

<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>				
<p><i>Write a SMART Goal to address each data point:</i> By May 2017, there will be a 10% reduction of our suspension incidents originating in the classroom to meet our target of 27.5%.</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"> • SQII Data • ATLAS Behavior/Suspension Reports • Behavior Referrals • Sign In Sheets from site meetings/trainings 	<table border="1"> <tr> <th data-bbox="1209 336 1528 370"><i>Owner(s)</i></th> <th data-bbox="1535 336 1904 370"><i>Timeline</i></th> </tr> <tr> <td data-bbox="1209 375 1528 618">Principal/VP/Teachers/ Support Staff/ Students/NTAs, and Parents</td> <td data-bbox="1535 375 1904 618">Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.</td> </tr> </table>	<i>Owner(s)</i>	<i>Timeline</i>	Principal/VP/Teachers/ Support Staff/ Students/NTAs, and Parents	Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.
<i>Owner(s)</i>	<i>Timeline</i>				
Principal/VP/Teachers/ Support Staff/ Students/NTAs, and Parents	Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.				
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Administration/TSA/HSLs will present Suspension Data for parents at Coffee Hour, ELAC, and SSC meetings. Admin/Teachers/Staff will meet with parents/students as needed to address classroom behavioral concerns. Parent conferences to be held with parent (face-to-face, telephone) when warranted due to student misbehavior to address concerns.</p>					
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional Learning will be provided for teachers and support staff on strategies for redirecting behavior and building positive relationships • Ongoing Professional Learning to provide proactive strategies to promote student success in the classroom will be taught and reinforced with both students and adults • School-wide behavioral expectations • Classroom expectations i.e.: CHAMPS, STOIC • Class Meetings • OLWEUS Prevention Components • Tiered Levels of misbehavior and responses • Peer Mediator Program 					
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Weekly Class Meetings, Second-Step Program, OLWEUS Anti-Bullying, Safe & Civil Schools curriculum, Peer Mediation Program and trainings for Peer Mediators. Teacher facilitator to assist with Peer Mediator Program and to attend trainings with Peer Mediators, Success Shack incentives to promote positive behavior.</p>					

Materials & Supplies: Notebooks, art supplies, books, transportation for trainings, subs for facilitator to attend trainings, incentives, posters, poster paper, Nutrition Center/Food Services and graphics.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teachers to attend trainings and program monitoring for extracurricular activities such as Peer Mediations, Peach Blossom, Science Olympiad to support positive student behavior.	\$3,020
5	2	Sup & Conc	Instruction	Direct-Food Services (Dr)				Incentives for students to promote positive school behavior.	\$1,000
Total									\$4,020

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 # 6	<p><i>Detail the action:</i> The school will continue to implement a comprehensive reading support and intervention program through the blended learning model with an emphasis on students scoring significantly below on the DRP, BAS, DIBELS and KAIG in grades K-6th in the Fall and Spring 2016-2017 administrations. The school will implement school-wide reading comprehension strategies through the implementation of a blended learning model. The school will also use interventions to support struggling readers in K-2nd grades. As a designated school for 2016-2017 school year we will have an additional FTE to support our site with blended learning, analyzing and reflecting on data, and supporting students in learning as determined by data. In addition, we will have additional time for Professional Learning and Accountable Community meetings where we will focus on ELA and ELD. Targeted students will be provided the opportunity to</p>		

participate in the Extended Learning After-School Program to increase and extend their academic and social/emotional curricular instruction.			
<i>SQII Element:</i> 3898- Grade Level Growth SPSA Needs Assessment ID# 6035	<i>SQII Sub-element(s):</i> Achievement Gap/Disproportionality	<i>Site Growth Target:</i> 25%	<i>Vendor (contracted services)</i> Curriculum & Associates, CA Teaching Fellows Foundation and DIBELS, Science, Zoo and Dairy Mobiles, CSUF.
<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 checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By June 2017, we will increase the number and percentage of TK-6 th grade students who are at grade level from 12% current, to 25% as per the KAIG, BAS, DIBELS and DRP.			
<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> Principal/VP/TSA/ Teachers, and parents	<i>Timeline</i> Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.
<ul style="list-style-type: none"> • DRP, KAIG, DIBELS, and BAS fall and spring administrations • Diagnostic assessments and/or benchmark assessments • iReady and Achieve 3000 			
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Each teacher will specifically review each student’s reading levels and scores at the fall parent conference. The school will continue to support parents by providing opportunities through Parent University to learn reading skills and strategies to utilize with their child at home. Parents will be made aware of how to access the Parent Portal and the utilization of EDUTEXT throughout the year at Coffee Hours, conferences, and all parent meetings. DRP goal setting reports will be shared with parents twice per year.			
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> • Training days will be planned throughout the year for reading comprehension strategies which will be measured through iReady Diagnostic and Progress Monitoring, BAS, KAIG, DIBELS and DRP results. • Professional Learning will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading comprehension and written expression. • Professional Development on FUSD’s Enacting the Frameworks - ELD/ELA Standards Initiative. 			

- Training will be provided for all site assessments which include, but are not limited to BAS, KAIG, DIBELS, DRP, Interim Assessment and iReady.
- Professional Learning will focus on how to build Common Formative Assessments utilizing various on line structures such as Illuminate and Standards Mastery as well the development of Rubrics.
- On-going training to continue support for strategies and skills in implementation of the blended learning model.
- Staff collaboration during Accountable Communities.
- DIBELS collaboration K-2nd teachers.
- Professional Learning for online systems including but not limited to iReady, Achieve 3000, Accelerated Reader, and Rosetta Stone.

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

All students in grades K-6th who are not performing at grade level will receive individualized and small group instruction tailored to their specific needs. These students will also receive differentiated instruction throughout the curricula throughout the day.

Instruction will focus on specialized strategies and methodology such as Close Reading, citing textual evidence, scaffolded instruction, and direct instruction using complex text, tasks, and talk for improving reading comprehension and written expression utilizing the FUSD’s Enacting the ELA/ELD Frameworks Initiative.

All students in grades 1st – 6th will participate in Accelerated Reading Program to increase reading behavior, reading comprehension and vocabulary skills. Students will receive online instruction as part of a blended learning program.

Formative and/or Common Formative assessments will be utilized monthly to monitor students’ academic growth and determine students’ needs.

Language/Life experiences (Experiential Learning) to develop language will be provided to students through study trips/experiences off and on campus. This will also include extracurricular academic activities, such as Peach Blossom, Spelling Bee, and Science Olympiad.

Specify additional targeted actions for EL students:

Targeted EL students qualifying for intervention services will receive an additional 30 minutes of an online instructional program for a minimum of 3 times a week.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teachers to participate in Student Success Team after-school day.	\$4,997

6	1	EL	Instruction	Teacher-Supplemental Salaries				Contracts for teachers to participate in the Student Success Team after-school hours.	\$4,997
6	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Open for supplemental contracts	\$115
6	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for students as needed for study trips off campus and extracurricular activities such as Peach Blossom, Spelling Bee and Science Olympiad.	\$3,000
6	1	EL	Instruction	Materials & Supplies				Instructional materials and supplies for student and teacher use to provide support in ELA, Math, ELD and all curricular content areas. (\$19000 of these funds will be used for TSA pay)	\$22,884
6	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other/Science Mobile, Dairy Mobile, CSUF, Zoo Mobile, etc	Life language experiences to develop language through study trips on and off campus.	\$5,000
								Total	\$40,993

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

Vang Pao - 0567

ON-SITE ALLOCATION

3010	Title I	\$71,337 *
7090	LCFF Supplemental & Concentration	\$200,097
7091	LCFF for English Learners	\$168,783
TOTAL 2016/17 ON-SITE ALLOCATION		\$440,217

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,552
Remaining Title I funds are at the discretion of the School Site Council	\$69,785
Total Title I Allocation	\$71,337

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 0567 Vang Pao Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Instructional materials and supplies for student and teacher use to provide support in ELA, Math and all curricular content areas.	13,679.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.500		62,643.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			: Food supplies for parent trainings and meetings.	500.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Elementary	0.500		62,643.00
1	1	EL	Instruction	Nc-Equipment			Purchase of tablets and other needed technology (printers, e-beams, document cameras, etc).	100.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Instructional support software programs licenses. (will pay 50% of iReady & AR)	18,400.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Tablets for in-class instruction and student support.	4,500.00
2	1	Title 1 Basic	Instruction	Direct-Maint			Maintenance of classroom and office technology as required.	1,000.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Online instructional program software (Achieve 3000).	8,080.00
2	1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies for student and teacher use to provide support in ELA, Math and all curricular content areas. (\$19000 of these funds will be used for TSA pay)	6,677.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Purchase of tablets and other needed technology (printers, e-beams, document cameras, etc).	71,600.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Students identified as struggling readers in grades 1st-2nd will qualify for intervention services provided by Teaching Fellows for a minimum of 4 days at 40 minutes. Teaching Fellows will also be utilized to assist classroom teachers with the blended learning model.	26,600.00
2	1	Sup & Conc	Instruction	Copier Maint			Copier lease for teachers to utilize upstairs for instructional support. Copier lease for CWA & HSLs to utilize in office for attendance purposes.	5,000.00
2	1	EL	Instruction	Subagreements			Teaching Fellows : Students identified as struggling readers in grades 1st-2nd will qualify for intervention services provided by Teaching Fellows for a minimum of 4 days at 40 minutes. Teaching Fellows will also be utilized to assist classroom teachers with the blended learning model.	26,600.00
3	3	Title 1 Basic	Parent Participation	Mat & Supp			Parent supplies for meetings and trainings.	100.00
3	3	EL	Instruction	Bks & Ref			: Instructional support software for EL students to increase comprehension, vocabulary and language skills. Vendors-Curriculum and Associates, Rosetta Stone, and Renaissance Learning	27,588.00
3	3	EL	Instruction	Direct-Maint			Maintenance of classroom technology as needed.	1,500.00
3	3	EL	Instruction	Direct-Graph			Incentives for students for academic achievement.	5.00
3	3	EL	Instruction	Direct-Other			CELDT assessors to assess students in grades K-6th.	5,000.00
3	3	EL	Parent Participation	Mat & Supp			: Food for parent meetings and trainings.	500.00
3	3	EL	Attendance & Social Work Service	Cls Sup-Ext			HSLs will provide translation services for parent meetings and trainings. HSLs will make needed phone calls to parents	9,917.00

3			Attendance & Social Work Service	Cls Sup-Ext		regarding teacher concerns both academic and behavior.	9,017.00
4	2	Title 1 Basic	Parent Participation	Cls Sup-Sup		Child care services will be provided for parent meetings and trainings.	2,935.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438 HSL will work with parents, students, staff and community to improve student attendance. HSL will also assist in parent meetings and trainings.	13,471.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438 HSL will work with parents, students, staff and community to improve student attendance. HSL will also assist in parent meetings and trainings.	14,117.00
4	2	Sup & Conc	Instruction	Direct-Graph		Graphics department will be utilized for various certificates and incentives.	5,000.00
4	2	EL	Parent Participation	Cls Sup-Sup		Child care services will be provided for parent meetings and trainings.	5,049.00
4	2	EL	Attendance & Social Work Service	Local Mileage		Mileage for home visits by the HSLs.	2,000.00
5	2	Title 1 Basic	Instruction	Teacher-Subs		Subs for teachers to attend trainings and program monitoring for extracurricular activities such as Peer Mediations, Peach Blossom, Science Olympiad to support positive student behavior.	3,020.00
5	2	Sup & Conc	Instruction	Direct-Food		: Incentives for students to promote positive school behavior.	1,000.00
6	1	Title 1 Basic	Instruction	Teacher-Supp		Open for supplemental contracts	115.00
6	1	Sup & Conc	Instruction	Teacher-Supp		Teachers to participate in Student Success Team after-school day.	4,997.00
6	1	Sup & Conc	Instruction	Direct Trans		: Transportation for students as needed for study trips off campus and extracurricular activities such as Peach Blossom, Spelling Bee and Science Olympiad.	3,000.00
6	1	Sup & Conc	Instruction	Cons Svc/Oth		Other/Science Mobile, Dairy Mobile, CSUF, Zoo Mobile, etc : Life language experiences to develop language through study trips on and off campus.	5,000.00
6	1	EL	Instruction	Teacher-Supp		Contracts for teachers to participate in the Student Success Team after-school hours.	4,997.00
6	1	EL	Instruction	Mat & Supp		Instructional materials and supplies for student and teacher use to provide support in ELA, Math, ELD and all curricular content areas. (\$19000 of these funds will be used for TSA pay)	22,884.00

\$440,217.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,337.00
Sup & Conc	7090	\$200,097.00
EL	7091	\$168,783.00
Grand Total		\$440,217.00

Domain Totals	Budget Totals
Academic	\$349,015.00
Culture & Climate	\$44,610.00
Social/Emotional	\$46,592.00
Grand Total	\$440,217.00

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Teresa Calderon	X				
2. Chairperson - Steve Baiz		X			
3. Ai Norasene		X			
4. Carmen Cruz		X	X		
5. Daniel Alvarado				X	
6. Mai Kou Vang				X	
7. Thanya Edison				X	
8. Jessica Maldonado				X	
9. Maria Gallardo				X	
10. Margarita Villasenor				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" 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	Teresa Calderon	<i>Teresa Calderon</i>	3/17/16
SSC Chairperson	Steve Baiz	<i>Steve Baiz</i>	3/17/16

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