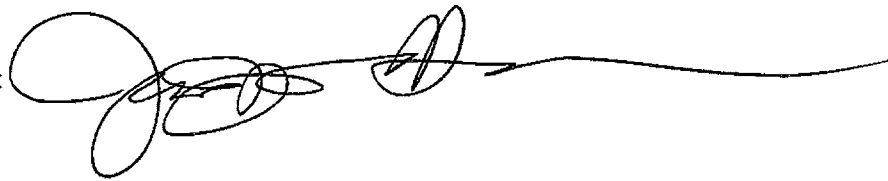


Webster Elementary School

10621666006555

Principal's Name: Jennifer Stacy-Alcantara

Principal's Signature:

A handwritten signature in black ink, consisting of several loops and a long horizontal line extending to the right.

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

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B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
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C.1.	Budget	Allocations and planned expenditures
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E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	64/66	35.29 %
<input checked="" 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	52/66	8.6 %
<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	48/65	46.3 %
<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	43/66	14.93 %
<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	42/66	48.66 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	36/67	14.83 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	36/67	85.17 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<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	42/68	26.32 %
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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	10/68	48.88 %

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	59/68	10.87 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	45/68	94.1 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	35/68	3.77 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	60/67	25.28 %

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	Detail the action: Webster students will be engaged in a rigorous academic program aligned to grade level common core state standards. Instructional practices will include students engaged in complex talk and task through reading, writing, listening and speaking in complex text in order to increase the number of students scoring met/exceeded on the SBAC.		
SQII Element: ELA SBAC Interim - ELA	SQII Sub-element(s): Standard Met/Exceeded (LCAP:4A) Standard Met/Exceeded	Site Growth Target: 34%	Vendor (contracted services)
<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	
Write a SMART Goal to address each data point: By the end of year 2017, 34% of students in 3 rd -6 th Grade will meet or exceed standards on the ELA SBAC. 50% of students in grades 1 st -6 th will score proficient on the ELA Interim 1 and 2.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • DRP (2 times per year in grades 2nd-6th) • BAS (4 times per year in grades 1st and 2nd) • KAIG (quarterly)/BAS (3rd/4th quarter) • Illuminate Assessment (2 times per year) • SBAC Results (beginning of year) • Common Assessments (quarterly unit culminating tasks) • Focus Lesson pre/post assessments 		Owner(s) Principal/VP TSA Teachers	Timeline <ul style="list-style-type: none"> • Professional Learning calendar will be developed at the beginning of the school year • Accountable Community calendar will be developed at the beginning of the year • Data analysis will take place at the beginning of the year, and after each Illuminate assessment. • Data analysis of DRP, BAS and KAIG data will

		<p><i>take place quarterly within AC teams.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parent University opportunities will continue to be provided.</i> • <i>Coffee hour chats and SSC/ELAC meetings will be held to share school-wide data with parents, as well as information on how to read data.</i> • <i>Teachers will meet with parents to review each child’s data, at minimum, during fall parent conferences.</i> • <i>Teachers will send home Student Goal Setting forms following teacher-student goal setting chats.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Professional learning plan will allocate time for topics related to the integration of reading, writing, speaking and listening and/or language standards to support students in their comprehension of complex text. In addition to building on previous focus:</i> <ul style="list-style-type: none"> ○ <i>Core Six</i> ○ <i>Differentiation</i> • <i>Teachers will continue to use the Webster writing alignment and will develop expectations around expository and narrative.</i> • <i>AC teams meet weekly to deconstruct standards, backwards map, write common assignments, create common formative assessments and analyze data.</i> • <i>SBAC data analysis will take place at the beginning of the year in order to set classroom and individual student goals.</i> • <i>Data Chats will take place with teachers after interim assessments and substitutes will be provided.</i> • <i>Teachers will create data walls to monitor student progress on Interim assessments and toward SBAC goals.</i> • <i>School-wide Cycle of Review will be implemented to:</i> <ul style="list-style-type: none"> ○ <i>monitor student achievement progress and determine areas of need where instructional adjustments are needed,</i> ○ <i>vertically collaborate on successful instructional strategies,</i> ○ <i>identify “expert teachers”,</i> ○ <i>identify opportunities for professional learning</i> ○ <i>Ensure lesson progression and rigor across grade levels</i> • <i>Webster Instructional Leadership Team will meet on a minimum of once a month to ensure school-wide targets and actions are driving accountable community work through the lens of student work/data analysis.</i> • <i>Webster Instructional Leadership Team will continue to be leaders of professional learning, school-wide observations, and guardians of the Webster mission and vision.</i> <ul style="list-style-type: none"> ○ <i>Opportunities for LTs to build upon professional learning through conferences, school visitations, planning days, will be provided as funds allow.</i> 		
<p><i>Specify any additional services for EL students:</i></p>		

- *EL students may be provided additional intervention time, as needed:*
 - *EL students will be strategically placed in intervention groups that will provide instruction that will target student gaps identified in previous CELDT and/or DRP data.*
- *Teachers will develop EL action plans in order to identify specific actions that will address student needs.*
- *Differentiated instruction will be provided in all classrooms.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Planning Days	\$3,987
Total									\$3,987

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<i>Detail the action: Webster will continue to implement a school-wide (TK-6) reading intervention model that provides a multi-tiered intervention for all students (intensive, strategic, and core) in order to increase the number of students reading on grade level.</i>		
<i>SQII Element: Reading By Third Grade</i>	<i>SQII Sub-element(s): Grade Level Proficiency (LCAP: 4D)</i>	<i>Site Growth Target: 75% of K-6 grade students will be on grade level in reading.</i>	<i>Vendor (contracted services)</i>
<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	
Write a SMART Goal to address each data point: By June 2017, 80% of kindergarten students will master the KAIG ELA EOY benchmarks. By June 2017, 80% of first grade students will master the EOY BAS/Fluency goals. By June 2017, 30% of students in 2 nd -6 th grade will meet EOY DRP proficiency levels.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • Multi-tiered intervention Progress Monitoring Assessments <ul style="list-style-type: none"> ○ Kinder quarterly benchmarks for BAS and KAIG 		Owner(s): Principal/VP TSA Teachers RSP Teacher	Timeline <ul style="list-style-type: none"> • Intervention groups will be determined within the first two weeks of school

<ul style="list-style-type: none"> ○ <i>1st grade quarter benchmarks for BAS and Fluency</i> ○ <i>2nd grade quarterly benchmarks for BAS and Fluency</i> ○ <i>Dibels, BPST</i> ○ <i>Site based Illuminate Formative Assessments</i> ○ <i>Common assignments</i> ○ <i>Focus Lesson pre/post assessments</i> 	<p><i>CT's</i></p>	<p><i>beginning. Progress monitoring and intervention data chats will occur every 6 weeks, where group changes will be made based on student progress. Intervention Data Chat calendars will be developed at the beginning of the year and monitored by VP and TSA.</i></p> <ul style="list-style-type: none"> ● <i>BPST will be administered 3 times per year to students in K-3rd and all new students.</i> ● <i>Teachers will give an Illuminate Formative Assessments every 6 weeks.</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ● <i>Parents will receive information on the progress of students in relation to their ability to read on grade level.</i> ● <i>Coffee Hours/Parent University will provide information on how to support students at home in the area of early literacy.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ● <i>AC teams will set criteria for each intervention group within their grade level by identifying key skills and strategies necessary for students to be reading at or above grade level.</i> ● <i>AC teams meet biweekly to discuss intervention results, align instruction and determine next steps.</i> ● <i>AC teams will meet to analyze data:</i> <ul style="list-style-type: none"> ○ <i>Kinder – KAIG benchmarks</i> ○ <i>1st grade – BAS/Fluency data</i> ○ <i>2nd grade – BAS/Fluency data</i> ● <i>CT's, TSA and RSP teacher will meet weekly to discuss intervention results, align instruction and determine next steps.</i> 		

- *AC teams meet every 6 weeks to analyze progress monitoring data and student progress in order to make necessary intervention group changes. Subs will be provided to allow collaboration between CT's and teachers.*
- *CT'S and classroom teachers will provide support in early literacy, foundational skills, and other technical areas of teaching of reading.*
- *All first grade students will be assessed using the expository BAS quarterly. Kinder will alternate between narrative and expository BAS assessments.*
- *Teachers will create a data wall to monitor student progress toward quarterly BAS/fluency benchmarks.*
- *PL for teachers and CT's will be allocated for topics related to early literacy, foundational skills, comprehension, and other identified areas of learning around the teaching of reading.*
 - *TK/K and 1st grade teachers will collaborate on reading and comprehension instruction. Lesson progression will be determined by grade, in order to backwards map skills needed to be successful on each KAIG and BAS target.*
- *The strategy of Text Deconstruction & Reconstruction will be refined, implemented and monitored throughout the year.*

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

- *CT's and a TSA will provide small group intervention in reading to identified students during school wide intervention time.*
- *Supplemental reading materials including Scholastic News, Time for Kids, Super Science and Story Works will be purchased to use during intervention time.*
- *All students will receive 50 minutes of reading intervention/extension 4X per week.*
- *All students are provided an extended school day with an additional 30 minutes of instruction.*
- *Goal setting chats will be held quarterly with all students to discuss their DRP goals, Common Assignment goals, EL re-designation goals, attendance goals, as applicable.*

Specify additional targeted actions for EL students:

- *One CT will provide targeted instruction for English Learners in reading and comprehension and English Language Development.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4360		RG 3/11/16: creating open position based on Waltermann-Rosenthal, Stephanie, Emp: 1064236.	\$38,125
2	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Tutor	0.4360			\$26,169

2	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Support with BAS and BPST assessments	\$235
2	1	EL	Instruction	Instr Aide-Supplemental				Translating, SST, IEPs SSC	\$939
2	1	EL	Instruction	Materials & Supplies				Supplemental Reading Materials to support instruction of reading by 3rd grade	\$3,730
								Total	\$69,198

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Webster will continue to focus on mathematics with an emphasis on providing instruction that reflects the shifts required by the CCSS for mathematics (focus, coherence, and rigor) and students will receive targeted instruction for 30 minutes with an emphasis on fact fluency and essential math skills in order to increase the number of students who meet/exceed standards on the SBAC.</p>		
SQII Element: SBAC – Math Interim - Math	SQII Sub-element(s): Standard Met/Exceeded (LCAP: 4A) Standard Met/Exceeded	Site Growth Target: 20%	Vendor (contracted services)
<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><i>Write a SMART Goal to address each data point:</i> 20% of students in 3rd-6th grade will meet or exceed standards on the Math SBAC. 40% of students will score proficient on the Math Interim 1 and 2.</p>			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • Interim assessments • Quarterly Performance Tasks • SBAC interim assessments • Site Based common assessments • BBF Status Checks 		Owner(s) Principal/VP/Leadership Team TSA Teachers	Timeline: <ul style="list-style-type: none"> • Professional Learning calendar will be developed at the beginning of the school year

	<ul style="list-style-type: none"> • <i>Accountable Community calendar will be developed at the beginning of the year</i> • <i>Data analysis will take place at the beginning of the year, and after each Illuminate assessment.</i> • <i>Data analysis of BBF results will take place quarterly within AC teams.</i> • <i>Intervention Timeline</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Teachers will meet with parents to review each child’s data, at minimum during fall parent conferences.</i> • <i>Teachers will send home Student Goal Setting forms following teacher-student goal setting chats.</i> • <i>Parents will receive information during coffee hours on how to support their children in the area of math.</i> 	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Professional learning plan will allocate time for topics related to providing instruction that reflects the shifts required by the CCSS for mathematics (focus, coherence, and rigor) and developing tasks that incorporate real world application as well as integrating technology. In addition to building on:</i> <ul style="list-style-type: none"> ○ <i>The 5 E’s</i> ○ <i>Mathematical Practices</i> • <i>School-wide Cycle of Review will be implemented to:</i> <ul style="list-style-type: none"> ○ <i>monitor student achievement progress and determine areas of need where instructional adjustments are needed,</i> ○ <i>vertically collaborate on successful instructional strategies,</i> ○ <i>identify “expert teachers”,</i> ○ <i>identify opportunities for professional learning</i> ○ <i>Ensure lesson progression, rigor and coherence across grade levels</i> • <i>School-wide monitoring system for mathematics will be developed in order to provide specific data around progress on math standards.</i> 	

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

- *Fluency of math facts will continue to be a focus in all grade levels, utilizing Beyond the Basic Facts, as the foundation for instruction and practice.*
- *Students in 3rd-6th grade will take the BBF assessment on all operations quarterly.*
- *Student incentives will be identified in order to encourage mastery (i.e. Individual student rewards, School-wide competitions, student to student challenges & goal setting)*
- *Consensus and presentation strategies will continue to be incorporated in order to provide cooperative learning opportunities, as well as speaking and listening.*
- *Students will receive a minimum 90 minutes of math instruction daily*
- *Students in 1st-6th will receive targeted instruction for 30 minutes via a deployment model, with an emphasis on fact fluency and essential math skills.*

Specify any additional services for EL students:

- *Academic vocabulary will be explicitly taught*
- *Differentiation will be provided in all classrooms*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Teacher-Substitute Salaries				Planning, CHATS, ILT Also supports Actions 1, 2, and 4	\$7,998
Total									\$7,998

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 # 4	<i>Detail the action: Teachers will create and implement a designated and integrated EL Action Plan for their classroom in order to increase the number of English Learner students who show proficiency growth, and to increase the overall school redesignation rate.</i>		
<i>SQII Element: English Learner</i>	<i>SQII Sub-element(s): English Proficiency Growth (LCAP: 4D) Continuously Enrolled Redesignation Rate (LCAP:4E)</i>		<i>Site Growth Target: 63% 50%</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Vendor (contracted services)</i>			

<p><i>Write a SMART Goal to address each data point:</i> <i>By June 2017, 63% of English Learners will be re designated.</i> <i>By June 2017, 50% of English Learner students who have been continuously enrolled for 5 years or more and will be redesignated.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>CELDT data</i> • <i>BAS/DRP</i> • <i>District Interim Data</i> 	<p><i>Owner(s)</i> <i>Principal</i> <i>VP</i> <i>TSA</i> <i>Teachers</i></p>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • <i>Teachers will create EL Action Plan during first 2 weeks of school.</i> • <i>Teachers will monitor EL students quarterly.</i> • <i>Teachers will provide CELDT test prep during the first 6 weeks of school.</i> • <i>January data chats will focus on EL students.</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Teachers will meet with parents to review each child’s data, at minimum during fall parent conferences.</i> • <i>Teachers will send home CELDT reports.</i> • <i>Parents will receive information during coffee hours on how to support to read their child’s CELDT report and how to help their child in targeted areas.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>PL will be provided at the beginning of the year on designated and integrated ELD and differentiated instruction.</i> • <i>Provide professional learning on the use of CELDT lessons created by EL services to maximize student performance.</i> • <i>PL time will be allocated for topics related to English Learners, Academic Vocabulary, ELA/ELD framework in order to build teacher capacity in the area of language acquisition.</i> • <i>Professional Development on the Reading Anchor Standards R.7, R.8, and R.9 will occur throughout the year in order to address how students can build meaning through the integration of knowledge and ideas.</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Teachers will develop EL action plans in order to identify specific actions that will address student needs.</i> • <i>Differentiated instruction will be provided in all classrooms.</i> • <i>CELDT assessors will be funded in order to administer the state mandated assessment.</i> 		
<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	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.4360			\$36,816
4	1	EL	Instruction	Direct-Other (Dr)				2 CELDT Assessors	\$1,500
								Total	\$38,316

Domain	<input checked="" 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 # 5	<i>Detail the action: Webster will provide five days of instruction (Summer Bridge) to students in TK-6th grade prior to the beginning of the school year.</i>		
<i>SQII Element: School Climate</i>	<i>SQII Sub-element(s): Classroom Climate Satisfactory Attendance Rate Disconnected Students</i>		<i>Site Growth Target: Vendor (contracted services)</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	<i>Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By the end of the school year, suspensions will decrease by 1.56% to 2%. By the end of the school year, the chronic absenteeism rate will decrease by 1% to 12%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s) Principal/VP TSA Social Worker Teachers</i>	<i>Timeline</i> <ul style="list-style-type: none"> All students will be invited to Summer Bridge at the end of the 2015-2016 school year. Students will receive 5 days of instruction prior to the start of school.
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> Parent/Teacher conferences will take place in order outline the schoolwide expectations prior to the school year starting and to foster school/parent collaboration. 			

Describe related professional learning:

- Teachers will review CHAMPS, Schoolwide expectations, and guidelines for success.
- PL topics will include differentiation and an introduction to the new curriculum.
- Teachers will analyze student data including SBAC, CELDT and district benchmarks in order to target instruction.

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

- All students in grades Tk-6th grade will receive an additional 17.5 hours of instruction from their classroom teacher.
- Students will be assessed on their academic skills in reading fluency, comprehension, writing and math facts/essential skills.

Specify additional targeted actions for EL students:

- Teachers will identify CELDT areas to target instruction for English Learners.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Attendance & Social Work Services	Certificated Pupil Support-Regular	Social Worker, School	0.5000			\$50,004
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				19 Teachers/\$136 per day X 5 days for summer bridge	\$15,017
5	1	EL	Instruction	Direct-Graphics (Dr)				Banners & Flyers for Summer Bridge	\$500
Total									\$65,521

Domain	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 6	Detail the action: Webster will continue to implement a coordination of services team (COST) to identify and review Tier II students so that necessary interventions, teacher professional learning, and monitoring occurs for those students. Students not making adequate progress will be referred to the Tier III support of SST. School-wide intervention and classroom data profiles will be monitored in order to prevent stagnant progress on KAIG, BAS, DRP, and CELDT.		
SQII Element: Reading By Third Grade Chronic Absenteeism	SQII Sub-element(s): Grade Level Proficiency Appropriate Attendance Intervention	Site Growth Target:	Vendor (contracted services)

<p><i>Suspension</i> <i>Student Engagemen</i></p>	<p><i>Appropriate Behavior Intervention</i> <i>Disproportionality</i></p>		
<p><input type="checkbox"/> <i>New Action</i> <input checked="" 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> <i>By June 2017, 80% of kindergarten students will master the KAIG ELA EOY benchmarks.</i> <i>By June 2017, 80% of first grade students will master the EOY BAS/Fluency goals.</i> <i>By June 2017, 30% of students in 2nd-6th grade will meet EOY DRP proficiency levels.</i> <i>By the end of the school year, the chronic absenteeism rate will decrease by 1% to 12%.</i> <i>By the end of the school year, suspensions will decrease by 1.56% to 2%.</i> <i>50% of students will participate in at least one GOAL 2 during the school year.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • KAIG • BAS • DRP • CELDT 	<p><i>Owner(s)</i> <i>Principal/VP</i> <i>TSA</i> <i>Teachers</i></p>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> • <i>SSW logs and SEL survey results will be analyzed throughout the school year.</i> • <i>COST meetings will be held monthly to discuss new referrals and review status of current identified students</i> • <i>Classroom data sheets will be used to monitor KAIG, BAS, and DRP progress, in order to develop actions for students with stagnant progress.</i> 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parent University opportunities will continue to be provided to inform parents of the importance of early literacy.</i> • <i>Coffee hour chats and SSC/ELAC meetings will be held to share school-wide data with parents, as well as information on how to read data.</i> • <i>Teachers will meet with parents to review each child’s data, at minimum, during fall parent conferences.</i> • <i>Teachers will send home Student Goal Setting forms following teacher-student goal setting chats.</i> • <i>Translators will be provided for students receiving Tier II intervention such as SST.</i> 			

Describe related professional learning:

- *PL time will be allocated for topics related to early literacy, foundational skills, comprehension, and other identified areas of learning around the teaching of reading.*
- *PL time will be allocated at the beginning of year to review CHAMPS, positive behavior supports and strategies from the Tough Kid Series Training.*
- *The School Social Worker will work with individual teachers on strategies to help at-risk students.*

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

- *Students will receive services and/or referrals for to COST / School Social worker to provide social emotional interventions.*
- *Goal setting chats will be held quarterly with all students to discuss their DRP goals, Common Assignment goals, EL re-designation goals, attendance goals, as applicable.*
- *All students are provided an extended school day with an additional 30 minutes of instruction.*
- *Differentiated instruction will be provided in all classrooms.*

Specify any additional services for EL students:

- *RFEP monitoring*
- *Goal Setting Chats for CELDT, DRP, BAS*
- *EL students may be provided additional intervention time, as needed:*
 - *EL students will be strategically placed in intervention groups that will provide instruction that will target student gaps identified in previous CELDT and/or DRP data.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				SST, IEPs, CHATS	\$2,994
Total									\$2,994

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 # 7	<p><i>Detail the action:</i> Staff (School Social Worker, Attendance Clerk, Teachers, and Admin.) in order to support and monitor school-wide attendance data, school-wide suspension & behavior data, as well as school climate surveys, will meet with chronically absent students to discuss the importance of attendance and setting goals for improved attendance, and</p>					

<i>behavior. School Social Worker will work closely with school office clerk in order to support parent involvement, improved attendance, promote school-connectedness, and provide community resources.</i>			
<i>SQII Element: Chronic Absenteeism</i>	<i>SQII Sub-element(s): Chronic Absenteeism Rate (LCAP: 5B)</i>	<i>Site Growth Target: Reduce by 1% to 12%.</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point: By the end of the school year, the chronic absenteeism rate will decrease by 1% to 12%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s) Principal/VP Teachers School Social Worker</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • <i>Atlas monitoring reports</i> • <i>A2A reports</i> • <i>School Climate Surveys</i> • <i>School Social Worker logs</i> • <i>COST (Coordination of Services Team)</i> • <i>Webster "Focus Students" log</i> 			<ul style="list-style-type: none"> • <i>Schedule Parent Coffee Hour meetings and topics</i> • <i>Atlas Reports will be monitored weekly.</i> • <i>A2A meetings will be held weekly</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> • <i>At minimum, quarterly SSC/ELAC meetings will be held. Topics will include presentations on current attendance data.</i> • <i>Parent Coffee Hour topics and resources will specifically include: early literacy, mastery of math facts, parenting strategies, and Atlas.</i> • <i>A2A meetings will be held for identified parents</i> • <i>Parent Teacher conferences will be held as needed to address attendance concerns.</i> • <i>Translation and babysitting services will be provided at parent meetings in order to support parent involvement.</i> • <i>Partnerships with Parent University and Fresno Adult School to provide opportunities for parents to learn strategies to support their child as well as opportunities to learn English.</i> • <i>Parent Newsletters</i> • <i>School Messenger & Edutext</i> • <i>School Social Worker will hold regular parent conferences following 3rd attendance letter. This may include home visits and/or parent conferences.</i> • <i>Parent Meetings (Coffee Hour, SSC/ELAC meetings) will be used to inform parents of current attendance trends, to provide information on how to help increase school attendance, and train parents to monitor student attendance and grades through Atlas.</i> 			

<ul style="list-style-type: none"> Classroom Teachers will make parent contact following 2nd consecutive day of student absence in order to develop positive and frequent parent teacher connections.
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> SSW will provide quarterly reports to staff in order to develop school-wide actions, structures around school attendance. Professional Learning will be provided around <u>Teaching with Poverty in Mind</u> by Eric Jensen to support all staff members in engaging students and their parents in educational process.
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Webster Principal, VP, and School Social Worker will be assigned “Focus Students” who are identified chronically/severe absent students, identified as having failing grades, or identified as unengaged in school. Positive incentives for perfect attendance will be provided monthly (“Cookies with the Principal”) and at semester awards assemblies. Semester raffles are held for perfect attendance. School assemblies and monthly ROAR (positive behavior & attendance activity) will be used to support the increase of student attendance. Incentives, awards, or celebrations will be provided to students with improved attendance (lunch with the principal, certificates, enrichment activities). <ul style="list-style-type: none"> ROAR Individual or small group sessions with School Social Worker (social skills, peer relationships, conflict resolution, grief strategies, sibling groups, anger management, etc.). <p><i>Specify any additional services for EL students:</i></p> <p>a. School Social Worker will support EL students and their families through outreach, home visits, and other related services.</p>

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 # 8	<p><i>Detail the action:</i></p> <p>Webster will continue to build upon current structures and routines that establishes a positive behavior support system. The Safe and Civil Team will engage in quarterly cycle of review process to analyze classroom and school-wide behavior data in order to develop strategies that will deter school suspensions, and identify and provide interventions for students at all tiers.</p>		
SQII Element: Suspension	SQII Sub-element(s): Suspension Rate (LCAP: 6A)	Site Growth Target:	Vendor (contracted services)

		Decrease suspensions to 2%	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input 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 the end of the school year, suspensions will decrease by 1.56% to 2%.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Classroom Referrals • Office referrals • School-wide suspension data • Student SEL Survey • Classroom Observations • Atlas Behavior Reports 		<p>Owner(s) Principal/VP/School Social Worker</p>	<p>Timeline</p> <ul style="list-style-type: none"> • Quarterly CCI process • Teacher/Admin data chats • Classroom behavior logs will be used to track and analyze data throughout the school year. • Safe and Civil team will meet monthly to monitor suspension data and other measures of positive behavior support.
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent note recognizing monthly Character Counts recognition • Monthly notice regarding participation or lack of participation in monthly behavior activity (ROAR) 			
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> • Professional Learning will be provided for teachers and support staff on strategies for deterring and redirecting student behavior, especially in the area of disrespect/defiance. In addition, focus will be given to developing positive student-adult relationships. • Classroom Teachers will continue to teach and refine strategies that promote student success: <ul style="list-style-type: none"> ○ School-wide behavior expectations ○ Guidelines for Success ○ Classroom Expectations (CHAMPS) ○ Weekly Class Meetings ○ Second Step Curriculum 			

- *OLWEUS-Bullying Prevention*
- *Habits of Mind*
- *A set of skills traits and attitudes that everyone in the school strives to demonstrate will be taught and reinforced as Guidelines for Success for a Webster Student (“The Webster Way”).*
- *Webster highlights a Character Counts pillar each month. Teachers provide instruction on character qualities, ongoing modeling and feedback.*
 - *Staff and students are encouraged to wear Character Counts shirt or wear the color representing the pillar of the month.*
 - *Following each month, teachers select 5 students per classroom that have exhibited characteristics of the pillar of the month*
- *Webster PAWS Team (Safe & Civil Adult Team) will be the group that guides the school in monitoring (CCI) and implementing school-wide procedures/structures. This team will attend ongoing, district provided Safe & Civil training, as well as meeting quarterly or as needed, to monitor and report on efforts to maintain an effective, proactive, positive, instructional school climate.*
- *A positive behavior activity (ROAR) is planned monthly to recognize students that have exhibited outstanding behavior and classroom effort during that month*
- *As a Tier III intervention support, the School Social Worker will work with identified students in small groups on conflict resolution strategies, strategies to improve school success, peer relationships, and/or mental health services and referrals as needed.*

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

- *Weekly Classroom Meetings*
- *Semester School-Wide positive behavior assemblies*
- *Second Step Lessons*
- *OLWEUS Bullying Prevention Instruction*
- *Character Counts Lessons*
- *Monthly Positive Behavior Activity (ROAR)*
- *School Social Worker small groups (Tier III)*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Instruction	Materials & Supplies					\$186
8	2	EL	Instruction	Direct-Maintenance (Dr)				Maintenance	\$500
								Total	\$686

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 # 9	<p><i>Detail the action:</i> Webster Elementary staff will work to identify increased opportunities for students to participate in GOAL 2 activities so that all students are engaged in arts, athletics, and activities. Webster Elementary will work to develop additional opportunities to provide all students a way to feel connected to the school community through campus jobs, school activities, and extra-curricular activities.</p>		
SQII Element: Student Engagement	SQII Sub-element(s): Overall Student Participation (LCAP: 6C)		Site Growth Target: Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point:</i> 50% of students will participate in at least one GOAL 2 during the school year.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Goal 2 Monitoring report 		Owner(s) VP/TSA School Social Worker	<p><i>Timeline</i></p> <ul style="list-style-type: none"> GOAL 2 clubs will be established during the first month of school. Teacher will identify students for GOAL 2 clubs. Participation in lunchtime GOAL 2 clubs will change every 6 weeks. ATLAS will be updated quarterly.

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

- *School Messenger*
- *School Marquee*
- *Back to School Night, Open House*
- *SSC/ELAC*

Describe related professional learning:

- *Staff will be encouraged to support a broad range of arts, activities and athletics, including:*
 - *Organized athletic teams & activities*
 - *Intramural sports during lunch*
 - *Lunch Clubs*
 - *Student Leadership Team*
 - *Student Traffic Patrol*
 - *School Site Support: cafeteria helpers, snack helpers, etc.*
 - *After School Program*
 - *Field Trips, Assemblies*
 - *Peach Blossom*

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

- *Organized athletic teams & activities*
- *Intramural sports during lunch*
- *Student Leadership Team*
- *Student Traffic Patrol*
- *School Site Support: cafeteria helpers, snack helpers, etc.*
- *After School Program*
- *Field Trips, Assemblies*
- *Lunch Clubs (Crafting Corner, Chess Club, Arts and Crafts and Coding Club)*
- *A student leadership team will be offered for 5th and 6th grade students through an application process overseen by the Webster PAWS team.*
- *A Student Traffic Patrol Team will be offered for 4th-6th grade students through an application process overseen by the Webster*
- *Students in grades 1-6 will participate in identified campus “Jobs” (breakfast helpers, lunch helpers, snack helpers, custodial helpers, etc.) in order to feel connected and develop sense of belonging.*
- *Students will have opportunities to participate in career related field trips and/or assemblies, or guest speakers (FCOE Science Lessons, Family Science Night, FUSD sponsored career & college field trips, site funded field trips), as funds allow.*

- *Students will be honored and recognized through a variety of ways:*
 - *Semester awards assemblies*
 - *Character Counts Charms*
 - *Parent Newsletter recognition*

Specify additional targeted actions for EL students:

- *Teachers will identify one EL student every 6 weeks to participate in GOAL 2 activities.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting Contracts	\$752
9	3	EL	Parent Participation	Materials & Supplies				Parent Coffee Hour/Student Incentives	\$2,000
9	3	Title 1 Basic	Parent Participation	Materials & Supplies				Office Supplies for Parent Meetings	\$680
9	3	EL	Instruction	Direct Transportation (Dr)				Field Trips	\$500
Total									\$3,932

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Webster - 0480

ON-SITE ALLOCATION

3010	Title I	\$34,582 *
7090	LCFF Supplemental & Concentration	\$103,567
7091	LCFF for English Learners	\$54,483
		\$192,632
TOTAL 2016/17 ON-SITE ALLOCATION		\$192,632

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$752
Remaining Title I funds are at the discretion of the School Site Council	\$33,830
Total Title I Allocation	\$34,582

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 0480 Webster Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Planning Days	3,987.00
2	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.436		26,169.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.436	RG 3/11/16: creating open position based on Walterman-Rosenthal, Stephanie, Emp: 1064236.	38,125.00
2	1	Sup & Conc	Instruction	Ins Aide-Sup			Support with BAS and BPST assessments	235.00
2	1	EL	Instruction	Ins Aide-Sup			Translating, SST, IEPs SSC	939.00
2	1	EL	Instruction	Mat & Supp			: Supplemental Reading Materials to support instruction of reading by 3rd grade	3,730.00
3	1	EL	Instruction	Teacher-Subs			Planning, CHATS, ILT Also supports Actions 1, 2, and 4	7,998.00
4	1	EL	Instruction	Teacher-Regu	Tutor	0.436		36,816.00
4	1	EL	Instruction	Direct-Other			2 CELDT Assessors	1,500.00
5	1	Sup & Conc	Instruction	Teacher-Supp			19 Teachers/\$136 per day X 5 days for summer bridge	15,017.00
5	1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.500		50,004.00
5	1	EL	Instruction	Direct-Graph			Banners & Flyers for Summer Bridge	500.00
6	1	Title 1 Basic	Instruction	Teacher-Subs			SST, IEPs, CHATS	2,994.00
8	2	Sup & Conc	Instruction	Mat & Supp				186.00
8	2	EL	Instruction	Direct-Maint			Maintenance	500.00
9	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting Contracts	752.00
9	3	Title 1 Basic	Parent Participation	Mat & Supp			Office Supplies for Parent Meetings	680.00
9	3	EL	Instruction	Direct Trans			Field Trips	500.00
9	3	EL	Parent Participation	Mat & Supp			Parent Coffee Hour/Student Incentives	2,000.00

\$192,632.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$34,582.00
Sup & Conc	7090	\$103,567.00
EL	7091	\$54,483.00
Grand Total		\$192,632.00

Domain Totals	Budget Totals
Academic	\$188,014.00
Culture & Climate	\$3,932.00
Social/Emotional	\$686.00
Grand Total	\$192,632.00

E.1. Assurances

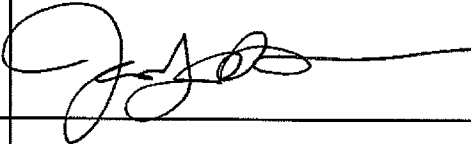
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Jennifer Stacy-Alcantara	X				
2. Chairperson - Zenaida Diaz				X	
3. Vice Chair - Lucy Lutrell				X	
4. Secretary - Merlin Dimas				X	
5. Tammy Shrouse				X	
6. Leticia Valaverde				X	
7. Jenny Vang		X			
8. Lourdes Gonzalez		X			
9. Estela Coronado		X			
10. Stefanie Idle			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: Webster Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Stacy-Alcantara		3-16-16
SSC Chairperson	Zenaida Diaz	Zenaida Diaz	3-16-16

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