


Yokomi Elementary School

10621660108118

Principal's Name: Bruce Thele

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	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	42/66	11.65 %
<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	39/66	47.79 %
<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	36/67	42.64 %
<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	35/67	41.05 %

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	47/68	28.42 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	42/67	46.88 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	37/68	35.33 %

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	9/68	49.41 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input 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	63/64	25 %
<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	51/68	19.23 %

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)	48/67	32.92 %

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: The school will provide effective reading instruction at all levels to improve reading comprehension, speaking, listening, and writing skills that promote grade level literacy outcomes. This includes differentiated classroom instruction, student groupings, building literacy skills in subject areas, as well as intervention during the school day with Certificated Tutors in grades K-2 and Tutoring support before and after school for students in grades 1 and 2.</i></p>		
<i>SQII Element: Reading by Third Grade (6034)</i>	<i>SQII Sub-element(s): Kinder (KAIG) – 5889 1st Grade (BAS) – 5890 2nd Grade (DRP) - 3785</i>	<i>Site Growth Target:21%</i>	<i>Vendor (contracted services) ASES and Reading & Beyond After School Programs (district and state funded)</i>
<input checked="" type="checkbox"/> <i>New</i>	<input checked="" type="checkbox"/> <i>Action On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>a. Kindergarten: By December 2016, the percent of students scoring mastery on KAIG 2 will increase by 10% to 17%.</i></p> <p><i>b. 1st Grade: By September 2016, the percent of students scoring at or above level G on the BAS will increase by 10% to 48%.</i></p> <p><i>c. 2nd Grade: By September 2016, the percent of students scoring at/above CC Reading Level as measured by DRP 1 will increase from 10% to 20%.</i></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"> ➤ <i>DRP Fall and Spring Administrations</i> ➤ <i>Quarterly Common Assignments</i> ➤ <i>Interim Assessments</i> ➤ <i>SQII Data</i> ➤ <i>SBAC Data</i> ➤ <i>BAS</i> ➤ <i>KAIG</i> ➤ <i>KSEP</i> 		<p><i>Owner(s) Grades K-6 Classroom Teachers Principal & Vice Principal Certificated Tutors</i></p>	<p><i>Timeline Implementation of actions will take place in August of 2016 through June 2017 with monitoring as assessment become available.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ➤ <i>Parents will have opportunities to understand DRP, Interim, BAS, KAIG, and KSEP assessments by coming to parent meetings where this will be explained and discussed. Teachers will also discuss these assessments at Back to School Night.</i> 			

- *Reports will be sent home and/or explained in the Fall Parent Teacher conferences after the DRP, Interim, BAS, and KAIG assessments to keep parents apprised of student current level and progress.*
- *Conduct Annual Title 1 parent meeting and SSC meetings to discuss the Title 1 program and budget to improve student learning.*
- *Parents will receive quarterly progress reports and report cards.*
- *Parents will be encouraged to monitor their child's grades using the EduText and ATLAS systems.*

Describe related professional learning:

- *Provide substitute teachers for Scope & Sequence lesson planning, teacher observations, and data analysis in ELA and ELD.*
- *Kindergarten, First grade, and intervention (CTs) teachers will collaborate to share data, adjust student groupings, and plan for instruction.*
- *Staff will continue to learn, implement and get feedback on components of the ELA Instructional Practice Guide.*
- *Staff will continue to learn Text de/re Construction strategies to help all students understand academic texts in all content areas.*
- *Staff will continue to learn and implement strategies from the book CORE Six, including academic vocabulary and writing to learn.*
- *Professional learning will continue to be given on developing and analyzing Common Assignments to increase academic literacy.*
- *Teachers will use and review the Scope and Sequence to target standards. Classroom and Accountable Communities Foundations will support adult and student learning.*
- *Teachers will also utilize the Cycle of Continuous Improvement to analyze data from DRP, KAIG, BAS, Common Assignments, Interim Assessments, and other forms of assessment during grade level collaboration and staff professional learning time in order to identify students in need of intervention.*
- *Teachers will continue to learn and implement common formative assessments to check student understanding and plan for instruction during AC meetings.*
- *Site Administration will conduct data chats with teachers individually or as a grade level to review KSEP, DRP, KAIG, BAS and Interim Assessment data and plan for improvement.*
- *A Teacher on Special Assignment will implement the science and technology magnet component of our program. TSA will provide support to teachers to improve student achievement in **all** content areas.*
- *Staff will continue to learn and explore technology resources to add to the site technology plan outlining skills expected at each grade level will be implemented and continues to be refined to meet the needs of our students and prepare students for the technological demands of CCSS.*
- *Early Learning strategies such as RIRA and ART/Music Integration will continue to be learned and implemented TK – 1st grade.*

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

- *Inquiry and standards based science is taught daily in a hands-on science lab setting in grades 1st and 2nd (K receives science instruction daily in their classrooms). Emphasis is placed upon developing and teaching students to effectively use critical thinking skills such as: analysis and interpretation of data, inference, reading comprehension, compare and contrast, and clarity of written expression.*

- *Key ELA standards are taught in the content areas of social studies and science through the use of textbooks and/or our science based literacy curriculum. Teachers focus on improving the students' academic vocabulary and language development through text de/re construction, reading comprehension, and critical thinking skills. Science notebooks are an additional tool used to improve writing skills in 1st and 2nd grades.*
- *Kinder-3rd grade students will receive differentiated literacy instruction for 30-40 minutes. Certificated Tutors will either team with the classroom teachers or "pull out" to work with identified students in order to maximize instruction and accelerate student learning. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate. This provides the teachers a built-in intervention time with fewer students to focus on teaching mastery of KAIG skills and standards.*
- *Students and/or teachers will use technology to engage in literacy activities on a daily basis.*
- *Beginning at 3rd grade all students learn to create PowerPoint presentations in preparation for biannual science fairs. These presentations are a vehicle for students to practice and hone their writing, research, technology, and science investigation skills as well as oral language skills.*
- *3rd – 6th grade students will be grouped by ability for 68 minute blocks of time for reading, writing, science and social studies.*
- *Before and/or after school, Reading and Beyond tutors will work with identified 4-6 grade students who are significantly behind on DRP/BAS/Interim assessments.*
- *Support all EL students in grades TK-2 in the delivery of integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science. Continue to have students rotate/deploy to a variety of teachers with students in grades 1-2 rotating for science lab, social studies, art, music, and P.E*
- *Substitute Teachers may be used to release teachers to attend SST meetings.*
- *Supplemental books, materials and technological supplies will be provided to support student understanding of science and social studies literacy and language arts.*
- *In order to maintain the technology portion of Yokomi's magnet focus, teachers will utilize Smartboards, computers, document cameras, and various other technological equipment to deliver rigorous, high quality instruction. Students will have access to current computer materials, software, site licenses, etc.*
- *Yokomi will utilize site copiers to provide additional materials, supplemental Take Home books, practice guides, etc. to deliver instruction.*
- *Computer Repair (HEAT Tickets)*

Specify additional targeted actions for EL students:

- *Text de/re Construction Strategy will help EL students understand academic language and the structures of text in various domains.*
- *We strongly believe that Yokomi's rich curricular experience benefits all of our students but particularly our EL students as they continue to develop and master English proficiency.*
- *Homework Club for EL students.*
- *Teachers will deliver integrated ELD using Frontloading and SDAIE strategies.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor; K-3rd; M-F; 3.5hrs daily	32,939
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor; K-3rd; M-F; 3.5 hrs daily	42,785
1	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor; K-3rd; M-F; 3.5 hrs daily	40,882
1	1	EL	Instruction	Materials & Supplies				instructional supplies	37,985
1	1	Sup & Conc	Instruction	Other Equip Maintenance				equipment maintenance	11,500
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics - kinder invite	200
Total									\$166,291

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	Detail the action: The school will provide effective reading instruction at all levels that support reading comprehension. This includes differentiated classroom instruction, student groupings, and building literacy skills in all subject areas. Intervention support before and after school for students in grades 3-6.		
SQII Element: #5926 – Students meeting or exceeding standards on SBAC ELA.	SQII Sub-element(s): #5997	Site Growth Target:42%	Vendor (contracted services) ASES and Reading & Beyond After School Programs (district and state funded)
<input checked="" type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context

<p><i>Write a SMART Goal to address each data point:</i> <i>By June 2017, the percent of students in grades 3-6 meeting or exceeding grade level standards will increase by 10% to 42%.</i> <i>By June 2017, the percent of students who are more than 10% disproportionate in ELA as measured by the SBAC will decrease by 12% to 30%</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>DRP</i> ➤ <i>Interim Assessments</i> ➤ <i>Quarterly Common Assignments</i> ➤ <i>SQII Data</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ➤ <i>3-6 Grade Teachers</i> ➤ <i>Principal and Vice Principal</i> ➤ <i>TSA</i> 	<p><i>Timeline</i></p> <p><i>Implementation of actions will take place in August of 2016 through June 2017 with monitoring as assessment become available.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ➤ <i>Parents will have opportunities to understand SBAC, DRP, and Interim assessments, by coming to parent meetings where this will be explained and discussed. Teachers will also discuss these assessments at Back to School Night.</i> ➤ <i>Reports will be sent home and/or explained in the Fall Parent Teacher conferences after the SBAC, DRP, and Interim assessments to keep parents apprised of student current level and progress.</i> ➤ <i>Conduct Annual Title 1 parent meeting and SSC meetings to discuss the Title 1 program and budget to improve student learning.</i> ➤ <i>Parents will receive quarterly progress reports and report cards.</i> ➤ <i>Parents will be encouraged to monitor their child's grades using the EduText and ATLAS systems.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ➤ <i>Provide substitute teachers for Scope & Sequence lesson planning, teacher observations, and data analysis in ELA & ELD.</i> ➤ <i>Staff will continue to learn, implement and get feedback on components of the ELA Instructional Practice Guide.</i> ➤ <i>Staff will continue to learn Text de/re Construction strategies to help all students understand academic texts in all content areas.</i> ➤ <i>Staff will continue to learn and implement strategies from the book CORE Six, including academic vocabulary and writing to learn.</i> ➤ <i>Professional learning will continue to be given on developing and analyzing Common Assignments to increase academic literacy.</i> ➤ <i>Teachers will use and review the Scope and Sequence to target standards. Classroom and Accountable Communities Foundations will support adult and student learning.</i> ➤ <i>Teachers will also utilize the Cycle of Continuous Improvement to analyze data from DRP, Common Assignments, and other forms of assessment during grade level collaboration and staff professional learning time in order to identify students in need of intervention.</i> ➤ <i>Site Administration will conduct data chats with teachers individually or as a grade level to review DRP, Interim Assessments, SBAC, and Common Assignment data and plan for improvement.</i> ➤ <i>A Teacher on Special Assignment will implement the science and technology magnet component of our program. TSA will provide support to teachers to improve student achievement in all content areas.</i> ➤ <i>Teachers in grade 3 and 4 will learn about strategies to enrich, extend, and accelerate content for identified GATE students.</i> 		

- *Staff and parent collaboration during Student Study Team meetings.*
- *Staff will continue to learn and explore technology resources to add to the site technology plan outlining skills expected at each grade level will be implemented and continues to be refined to meet the needs of our students and prepare students for the technological demands of CCSS.*

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

- *Inquiry and standards based science is taught daily in a hands-on science lab setting in grades 3rd-6th. Emphasis is placed upon developing and teaching students to effectively use critical thinking skills such as: analysis and interpretation of data, inference, reading comprehension, compare and contrast, and clarity of written expression.*
- *Key ELA standards are taught in the content areas of social studies and science through the use of textbooks and/or our science based literacy curriculum. Teachers focus on improving the students' academic vocabulary and language development through text de/re construction, reading comprehension, and critical thinking skills. Science notebooks are an additional tool used to improve writing skills in 3rd – 6th grades.*
- *3rd grade students will be grouped by ability for 40 minutes of Language Arts instruction. Certificated Tutors will either team with the classroom teachers or “pull out” to work with identified students in order to maximize instruction and accelerate student learning. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate.*
- *Identified GATE students will receive instruction to meet their needs in 3rd and 4th grade classes through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.*
- *Students will use technology to engage in activities on a daily basis.*
- *Beginning at 3rd grade all students learn to create PowerPoint presentations in preparation for biannual science fairs. These presentations are a vehicle for students to practice and hone their writing, research, technology, and science investigation skills as well as oral language skills.*
- *3rd – 6th grade students will be grouped by ability for 50-68 minute blocks of time for reading, writing, science and social studies.*
- *Before and/or after school, Reading and Beyond tutors will work with identified 3-6 grade students who are significantly behind on DRP assessments.*
- *Support all students in grades 3-6 in the delivery of English Language Development integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science. Continue to have students rotate/deploy to a variety of teachers who use Frontloading and SDAIE strategies to differentiate instruction in grades 3-6 rotating for math, science lab, science-based literacy, and social studies/art/music.*
- *Agendas/planners will be provided to all students in grades 3rd – 6th to train students to organize their workload and develop both short term and long term planning skills.*
- *In order to maintain the technology portion of Yokomi's magnet focus, teachers will utilize Smartboards, computers, document cameras, and various other technological equipment to deliver rigorous, high quality instruction. Students will have access to current computer materials, software, site licenses, etc.*
- *Yokomi will utilize site copiers to provide additional materials, supplemental Take Home books, practice guides, etc. to deliver instruction.*

- Computer Repair (HEAT Tickets)

Specify additional targeted actions for EL students:

- Text de/re Construction Strategy will help EL students understand academic language and the structures of text in various domains.
- We strongly believe that Yokomi’s rich curricular experience benefits all of our students but particularly our EL students as they continue to develop and master English proficiency.
- Homework Club for EL students.
- Teachers will deliver integrated ELD using Frontloading and SDAIE strategies.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement/Meetings - NO Food or Incentives	138
2	1	Sup & Conc	Instruction	Materials & Supplies				instructional supplies	30,518
2	1	Title 1 Basic	Instruction	Materials & Supplies				instructional supplies	8,253
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				HEAT tickets // computer repairs	300
Total									\$39,209

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	Detail the action: The school will implement a comprehensive math program that will focus on CCSS math standards and support students at all levels. Teachers will continue to embed CCSS instructional shifts while incorporating new math curriculum. Students not meeting or exceeding grade level standards on the SBAC will receive differentiated support and opportunities to improve through a tiered levels of intervention.		
SQII Element: Grades 3-6 Math (SBAC) #6169 Kindergarten Math (KAIG)#3752	SQII Sub-element(s):#5998?	Site Growth Target:34%	Vendor (contracted services) Reading and Beyond (morning math)

<i>Grades 1 & 2 Math (based on interim ass.)</i>			
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <i>a. By June of 2017, the percent of students in grades 3-6 meeting or exceeding grade level standards on SBAC will increase by 10% to 34%.</i> <i>b. By December 2016, the percent of students in kindergarten scoring at mastery on KAIG 2 will increase by 10% to 14%.</i> <i>c. Grades 1 & 2 goals will be based on EOY Interim Assessment data. Our goal will be to improve that number by 10%.</i> 			
<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"> ➤ <i>Progress Reports</i> ➤ <i>SBAC Data</i> ➤ <i>Quarterly Report Cards</i> ➤ <i>Interim Assessments</i> 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ➤ <i>TK-6 Grade Teachers</i> ➤ <i>Principal and Vice Principal</i> ➤ <i>TSA</i> 	<p><i>Timeline</i></p> <p><i>Implementation of actions will take place in August of 2016 through June 2017 with monitoring as assessment become available.</i></p>
<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 quarterly progress reports and report cards</i> ➤ <i>Parents will be encouraged to monitor their child's grades EduText and ATLAS systems.</i> ➤ <i>Parents will be encouraged to take advantage of invitations for their child to attend Morning Math intervention.</i> 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ➤ <i>Staff will attend district training on CCSS Math practices and implementation of the new math adoption.</i> ➤ <i>Staff will continue to learn, implement and get feedback on components of the ELA Instructional Practice Guide.</i> ➤ <i>Teachers in grade 3 and 4 will learn about strategies to enrich, extend, and accelerate content for identified GATE students.</i> ➤ <i>AC teams will meet every two weeks to review student work (common formative assessments) related to mathematics, monitor assessments, and plan for instruction.</i> ➤ <i>Staff will read and discuss grading practices and how they may affect student achievement.</i> ➤ <i>Provide sub teachers so that teachers can plan using Scope & Sequence to plan lessons based on recent data and observe in other classrooms.</i> ➤ <i>Plan periodic collaborations with math teachers across grade levels (department meetings) to calibrate and consider math sequencing.</i> ➤ <i>Teachers will use and review the Scope and Sequence to target standards. Classroom and Accountable Communities Foundations will support adult and student learning.</i> ➤ <i>Teachers will also utilize the Cycle of Continuous Improvement to analyze data from Beyond the Basic Facts (BBF) status checks, Interim Assessments, SBAC and other forms of assessment during grade level collaboration and staff professional learning time in order to identify students in need of intervention.</i> 			

- *Site Administration will conduct data chats with teachers individually or as a grade level to review SBAC and Interim Assessments data and plan for improvement.*
- *A Teacher on Special Assignment will implement the science and technology magnet component of our program. TSA will provide support to teachers to improve student achievement in all content areas.*
- *Staff and parent collaboration during Student Study Team meetings.*
- *Staff will continue to learn and explore technology resources to add to the site technology plan outlining skills expected at each grade level will be implemented and continues to be refined to meet the needs of our students and prepare students for the technological demands of CCSS.*

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

- *3 – 6th grade students may be grouped by ability for a 50-68 minute block of mathematic instruction.*
- *Before and/or after school, (Morning Math) Reading and Beyond tutors will work with identified 3-6 grade students who are receiving a D or F on their report card or score below standard on SBAC and Interim Assessments. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate.*
- *Identified GATE students will receive instruction to meet their needs in 3rd and 4th grade classes through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.*
- *Students will use technology in the classroom setting to engage in mathematics practices related to grade level standards.*
- *Students in ASES or Reading & Beyond will receive help with math homework after school.*
- *Agendas/Planners will be provided to all students in grades 3-6 to train them to organized their work load and develop both short and long term planning skills.*

Specify additional targeted actions for EL students:

- *EL Students will access to the same services as all students. Bilingual staff or HSL will be available to help parents understand any communication regarding math grades and reports.*
- *Homework Club will be offered to identify EL students as a support with math homework.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub. Tchrs for prof. dev.; (2) and parent mtgs	9,940
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Reading and Beyond	Morning Math - Tutoring -- 3rd-6th; M-Th; 130 days	22,000
								Total	\$31,940

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: The school will offer support for our English Learner students through integrated and designated ELD instruction. There will a focus on academic language and vocabulary and specific monitoring of EL students, especially long-term ELs.</i>		
SQII Element: #926 LTELs English Learner Redesignation (CORE Report Card 51% - 5/10)	SQII Sub-element(s): #926 (31.48%)	Site Growth Target:22%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: a. By June of 2017, the percent of LTELs will decrease by 10% from 32% to 22%.			
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"> ➤ CELDT/ELDA ➤ DRP/BAS ➤ Interim Assessments 		Owner(s) <ul style="list-style-type: none"> ➤ Principal & VP ➤ Teachers ➤ Certificated Tutors 	Timeline Implementation of actions will take place in August of 2016 through June 2017 with monitoring as assessment become available.
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> ➤ Provide for one .375 FTE Home School Liaison (Spanish speaking) to improve and assist with parent communication regarding attendance and other school concerns, and to provide written/verbal translations. ➤ Communication is provided to our families in many ways such as: <ul style="list-style-type: none"> • Monthly newsletters • Phone calls (automated and personal) to notify and discuss grades, attendance, behavior, recognitions, responsibilities or school activities • Invitations or notices sent home for Back-to-School Night, Open House, Parent Conferences, home visits, and special events. • Teachers in 3rd – 6th grades also use the students’ agendas to write individual notes to parents as a form of communication. • Each parent receives the following items in the packet at the beginning of the year: "Magnet with Important Dates" / Brochure / Yokomi Parent Handbook • New Student/Parent Orientation Day (2 offerings) ➤ Parents are encouraged to attend the following: School committees, sports, clubs and activities such as: PTA Movie Nights / Fundraisers, Book Fairs, classrooms and study trip. 			

- *Establish, nurture, and maintain a duly elected School Site Council (SSC) and English Learner Advisory Committee (ELAC).*
- *Provide childcare, interpreting, translating, and various parent supplies for parent conferences, SSC and ELAC meetings.*
- *Provide opportunities for an annual Needs Assessment.*

Describe related professional learning:

- *Site will utilize assigned EL coach to continue to build knowledge around alignment of ELA and ELD frameworks.*
- *At the beginning of the year, professional development will include sharing strategies that teachers can embed in the instruction that directly prepare EL students for the CELDT.*
- *Staff will continue to learn Text de/re Construction strategies to help all students understand academic texts in all content areas.*
- *Integrated ELD will be a focus of staff development to help teachers use strategies to make content accessible to EL students.*
- *Vocabulary Development strategies outlined in the book CORE Six will be used and practiced by staff.*
- *Assessment (CELDT, SBAC, DRP/BAS, Interim Assessments, teacher developed formative assessments) analysis will be a focus of staff development to understand, learn, and plan.*
- *Staff development will include effective strategize for goal setting with EL students.*

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

- *Yokomi provides a Structured English Immersion program for English Learners.*
- *Support is provided for all students in grades K-6 in the delivery of English Language Development integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science. Continue to have students rotate/deploy to a variety of teachers who use Frontloading and SDAIE strategies to differentiate instruction with students in grades 1-2 rotating for science lab, social studies, art, music, and P.E., and students in grades 3-6 rotating for math, science lab, science based literacy, and social studies/art/music.*
- *Bilingual certificated teachers (4 Spanish and 1 Hmong) will provide primary language support to English Learners when possible.*
- *Teachers and administrators will analyze the results of CELDT and each DRP and/or Interim Assessment administration to monitor progress towards redesignation of English Learners.*
- *Teachers will conduct data chats with EL students after each assessment.*
- *English Learner students in grades 1-6 may be invited to an after school Homework Club for support beginning September 2016.*
- *English Learners may receive additional support in ELA/Language development by certificated tutors, classroom teachers, or Reading and Beyond Tutors.*
- *Trained CELDT assessors will assist in the administration of the annual CELDT examination. VP will also conduct CELDT chats with students who are in a position to be redesignated.*
- *Provide supplemental books, materials, and/or software to facilitate language acquisition of EL students.*
- *Students who become re-designated are recognized at the end of the year with a medallion at an awards assembly.*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		HSL-Spanish; M-F; 3.5 hrs daily	11,215
4	3	Sup & Conc	Instruction	Instr Aide-Supplemental				Homework Center for English Learners; 4 tutors; 1st-6th; M-Th; 1 hr.	6,342
4	3	EL	Parent Participation	Other Classified-Supplemental				Interpreting/Translating	1,527
4	3	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Childcare for parent meetings	1,176
4	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors charges by REA	2,500
Total									\$22,760

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 # 5	<i>Detail the action: The school will work with students and families to encourage good attendance. This will be done with frequent monitoring and communication with parents and incentives for good attendance. A special focus will be placed on kindergarten as our data shows that this grade level has more students frequently absent.</i>		
<i>SQII Element: CORE Report Card – 6/10 – 10% Chronically Absent</i>	<i>SQII Sub-element(s): Chronic Absenteeism with documented intervention (6331) – 18.09%</i>	<i>Site Growth Target:6%</i>	<i>Vendor (contracted services) Comprehensive Youth Services</i>
<input checked="" type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i>			
<ul style="list-style-type: none"> a. By June of 2017, the percentage of chronically absent students will be reduced from 10% to 6%. b. By June of 2017, the percentage of chronically absent students with documented interventions will increase to 50%. 			

<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"> ➤ <i>Daily Attendance Monitoring</i> ➤ <i>SQII Data</i> ➤ <i>A2A Data</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ➤ <i>Principal & Vice Principal</i> ➤ <i>HSL & Office Attendance Staff</i> 	<p><i>Timeline</i></p> <p><i>Implementation of actions will take place in August of 2016 through June 2017 with monitoring as assessment become available.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ➤ <i>Provide counseling and intensive work with student/family.</i> ➤ <i>Schedule A2A meetings to directly address any attendance issues with parents and offer assistance as needed.</i> ➤ <i>Provide for one .375 FTE Home School Liaison (Spanish speaking) to improve and assist with parent communication regarding attendance and other school concerns, and to provide written/verbal translations.</i> ➤ <i>A monthly list of top habitually truant students and students with frequent tardies will be compiled and a personal letter from the principal will be written and sent to the families expressing concern and support.</i> ➤ <i>Communication is provided to our families in many ways such as:</i> <ul style="list-style-type: none"> • <i>Monthly newsletters</i> • <i>Phone calls (automated and personal) to notify and discuss grades, attendance, behavior, recognitions, responsibilities or school activities</i> • <i>Invitations or notices sent home for Back-to-School Night, Open House, Parent Conferences, home visits, and special events.</i> • <i>Teachers 3rd – 6th grades also use the student’s agenda to write individual notes to parents</i> • <i>Each parent receives the following items in the packet at the beginning of the year: "Magnet with Important Dates" / Brochure / Yokomi Parent Handbook</i> ➤ <i>New Student/Parent Orientation Day (2 offerings)</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ➤ <i>Classroom Meetings will be implemented to give students an opportunity to deal with social issues that might cause them to be absent.</i> ➤ <i>Safe and Civil Team will look for trends in the types of offenses resulting in suspensions in order to target appropriate interventions (academic and/or social-emotional) and minimize absences. Alternatives to suspension is the goal at Yokomi to keep students in school for instruction.</i> ➤ <i>Student Study Teams will be conducted in order to provide parents, teachers and students with information and discuss behavioral, attendance, and/or social emotional support services.</i> 		

- *School Culture and Climate Team will continue to learn and share with the staff regarding Levels of Misbehavior and strategies to keep students in class.*

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

- *On-site counselor and Resource Counseling Assistant to provide the following services:*
 - *Confer with the nurse to identify chronically "ill" students or students with multiple absences*
 - *Meet with identified students to work on social skills development*
 - *Provide counseling and intensive work with student/family*
 - *Peer Mediation*
 - *Restorative justices practices*
 - *Behavior contracts*
 - *Alternative recess activities*
- *Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate.*
- *Reward students at assemblies for good attendance.*
- *All teachers will implement weekly Classroom Meetings to address any student behavioral issues that would affect attendance.*
- *Attendance awards are earned and given out on a quarterly basis. At the end of the year, students may earn a medallion for no absences or tardiness.*
- *One School Nurse (2 days per week) and one LVN (3 days per week) to provide health services to students.*
- *Calls are made from teachers, staff, or district to parents during 1st period.*
- *Tardy sweeps that encourage students to be in class on time.*
- *Alternatives to suspensions to keep kids in school and receive the instruction they need such as:*
 - *Alternative classroom*
 - *Office time away*
 - *Detentions*
 - *Parent conferences*
 - *Loss of various privileges*
- *Implement peer-mediation system & train student peer mediators in grades 4-6. Peer mediators will receive peer mediation training throughout the year. They will provide peer mediation to students in grades 1-6 during recess.*
- *Activities, clubs, sports, or organizations will be encouraged to engage these students academically and socially in school.*

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.7500		RCA--Regional Counseling Assistant- Spanish 6 hours // M-F	41,648
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Comprehensive Youth Services	CYS counselor 16 hrs; 2 days per week	31,391
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee - counseling benes	628
Total									\$73,667

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 # 6	Detail the action: Goal 2 The school will provide many opportunities for students to be involved in arts, athletics, and activities to connect them to school in meaningful ways with a caring adult.		
SQII Element:#2080	SQII Sub-element(s):		Site Growth Target:50% Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By June of 2017, the percent of students engaged in Goal 2 activities will increase to 50%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s)	Timeline
<ul style="list-style-type: none"> SQII data related to Goal 2 Data will be reviewed quarterly for equity and access for all student groups. On a quarterly basis, administrators will review Goal 2 SQII indicators to ensure opportunities are offered to our significant sub-groups. 		<ul style="list-style-type: none"> Classroom Teachers Principal and Vice Principal 	Implementation of actions will take place in August of 2016 through June 2017 with monitoring as assessment become available.
Explain the Targeted Actions for Parent Involvement (required by Title I):			
<ul style="list-style-type: none"> Parents will be notified so they may encourage their child to participate in school activities, community events, and student recognition opportunities. 			
Describe related professional learning:			

- *Safe and Civil School classroom meetings will be held once per week to allow students to talk about any social or emotional issues in a safe place.*
- *Staff development will be scheduled quarterly to learn about the four non-cognitive factors for school success and strategies will be implemented.*
- *Staff meetings/ACs will be organized to look at staff, student, and parent surveys. This will give direction for specific actions to address any areas of need or improvement.*

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

- *Students will have the opportunity to listen, share, and discuss concerns at weekly Classroom Meetings.*
- *Interscholar athletics offered to 5th/6th grade students (football, volleyball, soccer, basketball, softball, and cross country (3rd – 6th).*
- *Opportunities for students to become involved in community collaboration efforts include the following:*
 - *Community and Children’s Hospital doctors/residents mentoring partnership*
 - *Career/business awareness presentations sponsored by Junior Achievement.*
 - *Kids Day participation sponsored by the Fresno Bee*
 - *McKenzie Reserve study trip sponsored by Sierra Conservancy*
 - *Beach Clean-Up sponsored by Chaffee Zoo*
 - *Sierra Outdoor Education study trip*
 - *Students participate in a study trip to a nearby convalescent hospital in mid-December to perform for the elderly.*
 - *New Covenant Church donation of food baskets to identified Yokomi families during the holidays*
 - *Yokomi hosts monthly LUCA (Fresno Metro Ministry)*
 - *Scout Island study trip for 5th grade sponsored by Fresno Metropolitan Flood Control District*
- *Band, recorder, choir, and chime choir students will be encouraged to perform at school programs and/or special events.*
- *After School Program (ASES) opportunities for K-6th grade to include: tutoring, homework club, sports, and recreational activities.*
- *Students earn Giant tickets for modeling the Guidelines for Success/Safe & Civil Schools. Raffles are held at each lunch period.*
- *Quarterly awards assemblies will be held to recognize students for the following achievements: Principal’s Honor Roll, Honor Roll, Merit List, Academic All Star, Rising Star, Perfect Attendance, and Citizenship.*
- *Students will be recognized through Monthly Character Counts celebrations and parents will be invited to attend.*
- *Students in K– 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following:*
 - *Tomorrow’s Leadership Club*
 - *Peach Blossom*
 - *Haru Matsuri (Spring Festival) / Art Hop*
 - *Science Olympiad*
 - *Science Fairs (Fall and Spring)*
 - *Robotics Club*
 - *Study-trips*
 - *Junior Achievement Day (1st - 3rd)*

- *Girl Scouts*
 - *Winter Program,*
 - *6th Grade End of Year Social and Promotion Ceremony*
 - *Yokomi Elementary School (YES) News Team*
 - *PTA sponsored activities, and poster and essay contests.*
 - *Spanish culture and language group – ex. Folkloric Dancing*
- *We will provide the opportunity for students and their families to attend our Book Fair. The library technician will receive extra hours to operate and organize the book fairs.*
 - *Substitute teachers will be provided to support engagement activities such as 6th grade camp, Peach Blossom, Science Fair judging, etc.*
 - *Bus Transportation may be provided for various engagement activities such as Peach Blossom.*

Specify additional targeted actions for EL students:

In addition to the recognition and engagement opportunities listed above, EL students will also be recognized for achieving redesignation status at the end of the school year with a medallion.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub. Tchrs -- Science Fair, camp, Peach Blossom	902
6	3	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation	200
6	3	Sup & Conc	Parent Participation	Materials & Supplies				parent supplies / meetings	1,500
								Total	\$2,602

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

Yokomi - 0565

ON-SITE ALLOCATION

3010	Title I	\$60,389 *
7090	LCFF Supplemental & Concentration	\$180,068
7091	LCFF for English Learners	\$96,012
TOTAL 2016/17 ON-SITE ALLOCATION		\$336,469

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,314
Remaining Title I funds are at the discretion of the School Site Council	\$59,075
Total Title I Allocation	\$60,389

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 0565 Yokomi Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor; K-3rd; M-F; 3.5 hrs daily	40,882.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor; K-3rd; M-F; 3.5hrs daily	32,939.00
1	1	Sup & Conc	Instruction	Oth Equ Mnt			equipment maintenance	11,500.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics - kinder invite	200.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor; K-3rd; M-F; 3.5 hrs daily	42,785.00
1	1	EL	Instruction	Mat & Supp			instructional supplies	37,985.00
2	1	Title 1 Basic	Instruction	Mat & Supp			instructional supplies	8,253.00
2	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement/Meetings - NO Food or Incentives	138.00
2	1	Sup & Conc	Instruction	Mat & Supp			instructional supplies	30,518.00
2	1	Sup & Conc	Instruction	Direct-Maint			HEAT tickets // computer repairs	300.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Sub. Tchrs for prof. dev.; (2) and parent mtgs	9,940.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			Reading and Beyond : Morning Math - Tutoring -- 3rd-6th; M-Th; 130 days	22,000.00
4	3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	1,176.00
4	3	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners; 4 tutors; 1st-6th; M-Th; 1 hr.	6,342.00
4	3	EL	Instruction	Direct-Other			CELDT Assessors charges by REA	2,500.00
4	3	EL	Parent Participation	Oth Cls-Supp			Interpreting/Translating	1,527.00
4	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	HSL-Spanish; M-F; 3.5 hrs daily	11,215.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Fee - counseling benes	628.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Comprehensive Youth Services : CYS counselor 16 hrs; 2 days per week	31,391.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.750	RCA--Regional Counseling Assistant- Spanish 6 hours // M-F	41,648.00
6	3	Sup & Conc	Instruction	Teacher-Subs			Sub. Tchrs -- Science Fair, camp, Peach Blossom	902.00
6	3	Sup & Conc	Instruction	Direct Trans			transportation	200.00
6	3	Sup & Conc	Parent Participation	Mat & Supp			parent supplies / meetings	1,500.00

\$336,469.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,389.00
Sup & Conc	7090	\$180,068.00
EL	7091	\$96,012.00
Grand Total		\$336,469.00

Domain Totals	Budget Totals
Academic	\$237,440.00
Culture & Climate	\$25,362.00
Social/Emotional	\$73,667.00
Grand Total	\$336,469.00

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 - Bruce Thele	X				
2. Chairperson - Tabitha Silva				X	
3. Cesar Casamayor				X	
4. Juan Hernandez				X	
5. April Salas				X	
6. Alma Jimenez				X	
7. Rebecca Bengtson		X			
8. Jacci Gallegos		X			
9. Vince Workmon		X			
10. Tracy Pennell			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	Bruce Thele		3/31/16
SSC Chairperson	Tabitha Silva		3-31-16

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