


Addams Elementary School School

10621666006068

Principal's Name: Sandra Toscano

Principal's Signature: 

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

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	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	66/66	32.6 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	64/66	5.56 %
<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	59/67	51.75 %
<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	59/66	10 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	58/67	13.49 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	55/67	85.58 %
<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	51/67	51.9 %
<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	51/66	54.97 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	50/65	45.95 %

<input 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	41/67	13.32 %
--------------------------	------------	-------------	--------------------------	----------------------	--	-------	---------

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	63/68	27.11 %

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	63/68	30.11 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<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	59/68	92.98 %
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	56/68	5.98 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	53/68	18.06 %

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)	53/67	30.02 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	45/67	32.94 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	35/67	3 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Due date has passed, no more 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 checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1</p>	<p><i>Detail the action: Increase Redesignation rate for our EL's through best teaching practices & Culture of Learning with High Expectations: We will guarantee good first teaching in every classroom as defined by:</i></p> <ul style="list-style-type: none"> • <i>Every lesson will have all the elements of Foundations for Classroom Instruction. Objective, Instruction aligned to objective, Assessment, Closure.</i> • <i>All lesson will focus on high quality text.</i> • <i>All lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning.</i> • <i>During all lessons, students will be responsible for the thinking; they will persist with challenging text; engage in productive struggle, provide text evidence; share their thinking; elaborate on their thinking, and talk and ask questions about each other's thinking.</i> <p>Actions to develop High Expectations in every Classroom: (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> 1. <i>Make "Culture of Learning with High Expectations" a site focus for the year. Vision</i> 2. <i>Provide time for AC's to develop common planning. Resources, Action Plan</i> 3. <i>Implementation of ELA/ ELD Framework strategies and "RIRA, Teaching Learning Cycles (language frames, student discourse structures, language analysis, Tier 2 vocabulary development process, joint construction, summarizing, text construction-deconstruction, etc...), Designated and Integrated ELD". Capacity Building, Motivation, Resources</i> 4. <i>CELDT CHATS will be conducted at the beginning of the year and CELDT Assessors will administer the CELDT Assessment. Resources, Action Plan</i> 5. <i>Continue our Edison Regional focus on writing to align expectations as a region, agree upon common assessments, utilize common rubrics, and assess writing by sites/ region. Building Capacity, Resources</i> 6. <i>AC agendas turned in after every AC to administration and will reflect a Culture of High Expectations. Action Plan</i> 7. <i>Frequent classroom observations and feedback by peers, coaches, and administrators. Capacity Building</i> 8. <i>Utilize supplemental blended learning and technology resources to support High Expectations in every classroom (Moby Max, Reading A-Z, Imagine Learning, Big Brainz, Starfall, Student Tablets/ Laptops, Keyboarding Resources, Word Processing, Go Math Personal Trainer, Printer Resources, etc... Resources</i> 9. <i>Provide supplemental materials and supplies to support classroom instruction (chart paper, white boards and markers, journals, etc...). Resources</i> 		

10. Utilize Imagine Learning as an after school tutorial ELD tool for EL Students in levels 1-3, and LTEL's. Resources 11. Utilize Site Coach to support AC Training/ Planning. Capacity Building			
SQII Element:917 (EL Redesignation rate)	SQII Sub-element(s):3804 & 5990 (EL's that meet borderline criteria)	Site Growth Target:15%	Vendor (contracted services) <ul style="list-style-type: none"> Teaching Fellows (6 TF's \$57,016) Imagine Learning 115 licenses \$16,000 Increase of HSL hours (from 6 to 8 hours) \$50,000 CELDT/EL Assessment Assessors \$3,000
<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	
Write a SMART Goal to address each data point: Addams will implement a comprehensive academic English Language acquisition deployment model focusing on English Learner students , including long-term EL's and students showing a disproportionality in academic achievement and DRP reading level. By June of 2017, the Addams English Learner students will redesignate at an increased rate of 2% as compared to 2014-2015 rate of 13.82% (Target 15%).			
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"> Imagine Learning data will be monitored quarterly DRP 2 x a year will be used for growth/progress monitoring Common formative assessments for progress monitoring CELDT/new EL assessment 		Owner(s) Teachers Lead Teachers	Timeline Quarterly progress monitoring Weekly progress monitoring
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> Information will be shared with parents at Parent/Teacher Conferences in the fall, at mid-year, through SSC, ELAC, and Coffee Hour with support of HSL to communicate to families EL Data will be shared with parents DRP Data to go home to parents Information to parents through ATLAS Parent Portal and Edu Text 			

Describe related professional learning:

- EL School Wide Plan
- Redesignation of LTEL's
- EL Status Chats
- Training of Teaching Fellows

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

- Differentiated instruction will be provided to all EL's until they redesignate
- Conduct EL Status Chats with all EL's
- Teaching Fellows will directly support small groups of students in the classroom to address learning gaps and language development

Specify additional targeted actions for EL students:
Designated ELD Instruction & Integrated ELD Instruction will be provided to all EL's. Students in K-3 will be offered 20-30 additional minutes of Imagine Learning in the computer lab daily after school and during blended learning. 4-6 students with significant need (Identified through SST process) will also have the option of the 20-30 additional minutes daily after school.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000			49,882
1	1	EL	Instruction	Materials & Supplies				Materials and Supplies	3,049
1	3	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	42,016
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	15,000
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.1400		Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	13,933
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.1400		PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	13,933

1	1	EL	Instruction	Teacher- Regular Salaries	Teacher, Spec Assgn	0.2100	Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	20,899	
1	1	EL	Instruction	Teacher- Regular Salaries	Teacher, Spec Assgn	0.2100	PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	20,899	
1	3	EL	Instruction	Teacher- Substitute Salaries			CELDT assessors	3,000	
								Total	\$182,611

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 # 2	<p><i>Detail the action: Continue Building Effective AC Teams: In order to improve learning conditions for our students, our AC Teams will need to dramatically shift the focus of our work from simply “What do we want students to learn?” to:</i></p> <ul style="list-style-type: none"> • <i>How will we know if they learned it?</i> • <i>How will we respond when they don’t learn (intervention)?</i> • <i>How will we respond when they already learned it (acceleration)?</i> <p>Actions to Build Effective AC Teams: (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> 1. <i>Make Building Effective Teams a site focus for the year. Vision</i> 2. <i>Utilize the Instructional Leadership Team to build Lead Teacher capacity to create true Accountable Learning Communities. Vision, Capacity Building, Motivation</i> <ul style="list-style-type: none"> • <i>Common planning by grade level teams to ensure a guaranteed and viable curriculum aligned to the Scope & Sequence/ State Standards.</i> • <i>Common Assessments developed by the AC Teams</i> • <i>Data-driven decision making (common assessment data, student artifact data).</i> • <i>Interventions/ acceleration plans developed by AC Teams, based on the data, to address gaps and extend the learning.</i> • <i>Utilize the Tenants of the Theory of Change (Logistics and Operations, Curriculum & Instruction, Professional Learning, Supervision & Evaluation) to guide teams to make “High Impact” decisions during AC Time.</i> 		

	<ol style="list-style-type: none"> 3. Split fund 3 enrichment teachers (Art, PE, Music) with Regional Focus Schools Kirk, Columbia and Addams to create an Edison Region Focus Schools AC meeting structure. This will allow Principals to meet with each AC Team every 2 weeks to guide the work of Building effective Teams using "<u>Learning by Doing</u>" processes. Capacity 4. Provide Staff Development in the area of Effective PLC's utilizing "<u>Learning by Doing</u>. Vision, Capacity Building, Motivation 5. Provide time for AC's to develop common planning & common assessments. Resources, Action Plan 6. Utilize district resources to build capacity with using Illuminate to create common assessments and for data analysis. Resources 7. Principal will provide teams with SMART Goal Forms to guide the AC Common Assessment work. Teams will modify and adjust the forms to make them work for their teams. Resources 8. The Principal has volunteered and will continue working with the Superintendent's Equity and Access Pilot Group to build capacity on how to utilize data to impact student achievement. Capacity Building 		
<p>SQII Element: 6062 (32.6% not reading at grade level, one reading level below)</p>	<p>SQII Sub-element(s): 2080 (Goal 2 Engagement)</p>	<p>Site Growth Target: +10% in ELA & Math</p>	<p>Vendor (contracted services)</p> <ul style="list-style-type: none"> • Full-Time TSA with King, Kirk and Columbia • Addams contribution \$70,000
<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p>Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p>Write a SMART Goal to address each data point: By June of 2017, K-6th Grade students not on grade level will decrease from 50.97% (2015-2016) to 40.97% (10% Decrease) through the focus of AC development using the Redesign TSA model. Students will receive additional goal 2 content for two hours every other week in the area of Music, Art and Physical Education activities from the Plus Teachers on a rotating schedule.</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"> • DRP • District Interim Assessment • Common Assessments (Reading, Writing, Mathematics): Weekly, bi-weekly, monthly progress monitoring. 		<p>Owner(s) Teachers Lead Teachers Administrators</p>	<p>Timeline 2 times a month for 2 hours each session</p>

<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Student progress data will be shared with parents several times a year (i.e. parent/teacher conferences, school wide data at SSC and ELAC) • BAS, DRP, SBAC data shared with parents • Information to parents through ATLAS Parent Portal and Edu Text
<p><i>Describe related professional learning:</i></p> <p>A Professional Learning Calendar will be created on the PLMS System. Focus areas will include:</p> <ol style="list-style-type: none"> 1. Building Effective AC Teams utilizing “Learning by Doing” 2. ELA/ ELD Framework through West Ed Training 3. Mathematics utilizing the District Math Coaches 4. RTi model/s
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • quality instruction in Art, Music and Physical Education for 2 hours 2 times a month • quality lessons and assessments created to meet the needs of each child <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • increase redesignation rate through differentiated instruction

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	<p><i>Detail the action: Social Emotional Team on campus to support student needs at Addams Elementary.</i></p> <ul style="list-style-type: none"> • Decrease the rate of suspensions. • Deepen the implementation of Safe and Civil Schools Structures • Continue implementation of Restorative Practice practices • Provide services/ supports to at-risk students (Tiers 2 & 3) <p>Actions to decrease the suspension rate. (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> 1. Make decreasing the suspension rate a school-wide a school-wide focus for the year. Develop a vision with School Climate & Culture Team. Vision 		

<ol style="list-style-type: none"> 2. <i>Build the Capacity of the School Climate & Culture Team to lead required changes to make Addams a Safe School. Building Capacity</i> 3. <i>Continue with school-wide structures that are currently working well (Guidelines for Success, Line Standards, Goal 2 (athletics, clubs, service teams, etc...)) Resources, Action Plan</i> 4. <i>Re-visit/ re-design school-wide structures that are not currently working well (School Rules, Levels of Behavior, Positive Behavior Support Systems (Friday Raffles Incentives for Character Counts Tickets, Behavior Assemblies), Second Step, Classroom Meetings, Restorative Practice Practices, CHAMPS, etc... Action Plan</i> 5. <i>Develop an action plan for implementation of old and new school-wide structures. Action Plan</i> 6. <i>Provide Training to build teacher capacity to work with at-risk students and motivation for school-wide expectations. Building Capacity, Motivation</i> 7. <i>Generate an Independent Service Contract for School Social Worker and a Resource Counseling Assistant to support our part-time Restorative Practice Counselor (district funded for 2 days a week) Tier 2 & 3 Students. Resources</i> 8. <i>Refine Personal Responsibility Incentives for students every month. Motivation</i> 			
<p><i>SQII Element: 843 Suspension rate</i></p>	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • 48 (Attendance) • 2080 Goal 2 engagements • 5944 # of unduplicated students not engaged in Goal 2 • #5942 Percentage of students who are chronically absent is 18.06% 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> • Decrease suspensions per 100 by 5% • Increase attendance rate by 3% to exceed 95% school wide attendance rate • Increase Goal 2 participation by 10% 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> • Social Worker (DPI) \$90,000 • RCA'S \$45,000 X 2=\$90,000 • HSL Increase of hours (6 to 8 hours) \$50,000
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input 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: Addams will implement a comprehensive school wide behavior management, character building program and social emotional support system through the use of Restorative Practices, Second Step Curriculum, Character Counts, Class Meetings, support from School Social Worker and Resource Counseling Assistant and Safe and Civil School professional learning to decrease suspensions. By June of 2017, our suspension rate will decrease by 10% as measured by SQII indicators 843, 48, 5944 and ATLAS Suspension report.</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"> • Weekly suspension rates in ATLAS • IPHS quarterly data in ATLAS • SQII Indicator #843, 2080, 5944 • SST Process • Counseling Referrals • Partnership with Fresno County Probation Department (Officer Rosendo Lopez) • School Social Worker data collection • Care & Connect Room monitored by Resource Counseling Assistant • Mentoring through DPI, weekly with selected students 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • School Social Worker • RCA (Resource Counseling Assistant) • Teachers/weekly • Probation Officer/Monthly 	<p><i>Timeline</i></p> <p>Quarterly data collection</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Information will be shared with parents at parent/teacher conferences in the fall and during follow-up admin meetings with parents. <p><i>Increase the percentage of parents who respond “Agree or Strongly Agree” to the question, “I am satisfied with my child’s school” on the school climate parent survey.</i></p> <p>Actions to increase parent satisfaction with the school. (Aligned to Ambrose Model of Change)</p> <ul style="list-style-type: none"> • Make increasing parent satisfaction a focus for the year. • Calendar all parent events and ensure dates are communicated to parents in a variety of methods (i.e. School Messenger, flyers, calls home, banners). • Principal, Vice Principal, and teachers will be highly visible during school arrival and school departure. • All staff will provide a welcoming school environment by greeting parents and treating them with dignity and respect. • Fund an 8 hour Home School Liaisons (3.5 hours district funded), to support school-parent communication for non-English speaking parents. • Include SSC and ELAC Parents in our decision making processes. • Conduct monthly Principal Coffee Hours. • Continue sending weekly School Messenger Communications to keep parents informed and monthly calendar of events. • Utilize varied communication methods to maintain parents informed about school functions and activities (letters, School Messenger Communication (weekly), website, parent meetings, etc...). • Provide Family-Movie Nights quarterly. • Spring Jog-a-thon • March of Dimes fundraiser and walk • Provide events for “National Father’s Bring Your Kids to School Day” and “Muffins with Mom”. • Organize Spring Talent Show 		

- Provide Workshops and classes to parents based on the survey at the beginning of year/needs assessment.
- Work with Parent University to ensure Modules are implemented. **Building Capacity**
- Babysitting will be provided for parent meetings.
- Provide snacks, water, and materials and supplies for parent meetings.

Describe related professional learning:

- SQII school wide data/setting targets
- Behavior support for intensive students
- CHAMPS/Safe & Civil School Initiative
- Restorative Practices

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

- Behavior Interventions,
- SST referrals,
- Behavior Support Plans,
- Referrals for counseling
- Group counseling (Boys to Men, Girl Power)
- Mentoring for target students showing disproportionality (i.e. African American males, Hispanic males, foster youth)

Specify additional targeted actions for EL students:

Home School Liaison to support EL students and families through Spanish Translation, in addition, Principal and VP are bilingual and will support in communication

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500		To work in collaboration with SSW	44,912
3	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Social Worker, School	1.0000		new position	101,632
3	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Babysitting for Parent meetings	2,935

3	2	EL	Parent Participation	Classified Support-Supplemental			Parent/Teacher conferences	4,000
							Total	\$153,479

Domain	<input checked="" type="checkbox"/> Rates	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation	<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 # 4	<p><i>Detail the action: Increase technology skills K-6</i></p> <p>Actions to increase technology at Addams. (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> Every student K-6 will have access to technology in the form of a tablet, computer lab time, internet access and technology based lessons. Vision Build the Capacity of the Site Instructional/Technology Coach (Designated School TSA position) to complete full coaching cycles on a regular basis with teachers. Building Capacity Purchase more technology for every classroom to increase computer to class ratio from 8:1 to 10:1. Resources, Action Plan Develop high quality lessons focused on the technology standards to increase student opportunity of becoming Career Ready Graduates. Action Plan Provide Training to build teacher capacity in technology proficiency (i.e. One Note, One Drive, Excel). Building Capacity, Motivation Purchase Big Brainz Software (Math) for all students and Imagine Learning (Reading/ELD) for all ELD 1-3 and LTEL students which will also assist with technology readiness. Resources 			
	<p>SQII Element: SBAC Math #5998 & SBAC ELA #5997</p>	<p>SQII Sub-element(s):</p>	<p>Site Growth Target: 10%</p>	<p>Vendor (contracted services) Imagine Learning \$16,000 Big Brainz \$5,000 (Library Fund) Software & Hardware \$20,000 Technology Service Contracts \$1,300</p>
<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: As part of the Edison Regional plan, Addams will fully implement the technology standards to support our students in closing disproportionality of entry level technology skills when entering Edison High School and to support becoming career and ready graduates. Students will have exposure to technology on a weekly basis with lesson instruction around newly adopted technology standards.</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>Grade level technology standards scope and sequence</i> • <i>Quarterly culminating tasks on the computer</i> • <i>Technology/Instructional Coach will receive quarterly feedback from teachers</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • <i>Instructional Coach/Weekly</i> • <i>Teachers/weekly</i> 	<p><i>Timeline</i></p> <p><i>Weekly lessons in Computer lab, quarter progress monitoring</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Inform parents at face to face meetings what requirements are for technology skill mastery.</i> • <i>Inform parents at parent/teacher conferences of their student's progress.</i> • <i>Information & data shared to parents and community through meetings (Parent Coffee Hour, ELAC, SSC, etc.)</i> • <i>Translations by Home School Liaison</i> • <i>Provide class for parents to improve technology skills so they can better support their children (through Parent University and Cesar Chavez Adult School)</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Technology Standards Scope & Sequence/ Regional Technology Plan</i> • <i>Deconstruction of standards with technology skill focus</i> • <i>One Note, One Drive, Excel</i> • <i>SBAC Testing Administration Professional Learning</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <i>All students in K-6 will have an increase in technology skills based on technology standards adopted by Edison Region (Basic Typing/word processing skills). Referrals to After School Program for extended computer lab time.</i></p> <p><i>Specify additional targeted actions for EL students:</i> <i>Students in After School Program and Imagine Learning will have access to the computer lab to increase technology skills.</i> <i>Kindergarten EL students will receive 30 additional minutes of Imagine Learning Computer lab time after school.</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Instruction	Books & Other Reference				Imagine Learning	16,000
4	1	Sup & Conc	Instructional Supervision & Administration	Direct-Maintenance (Dr)				Technology service/repair	1,300
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				Hardware/software	16,803
Total									\$34,103

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation	<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
	Rates					
Action # 5	<p><i>Detail the action: Students Reading by Third Grade: We will guarantee all students are reading by third grade.</i></p> <ul style="list-style-type: none"> <i>During Foundational Skills Instruction, target skills will be developed in service of comprehension with opportunities for students to practice reading and writing newly acquired foundational reading skills.</i> <i>When students are working to overcome reading difficulties, lessons will focus on student needs through frequent progress monitoring.</i> <i>Instruction and materials will address skills by attending to phonological awareness, concepts about print, letter recognition, phonetic patterns, word structure, vocabulary and/ fluency. Not all elements will be addressed in each lesson.</i> 					
	<p>Actions to ensure all students are reading by third grade. (Aligned to Ambrose Model of Change)</p> <ol style="list-style-type: none"> <i>Make “Students Reading by Third Grade” a site focus for the year. Vision</i> <i>Align ELD/ELA Frameworks Foundational Skills and Instruction. Capacity Building, Motivation, Resources, Action Plan</i> <i>Provide time for AC’s to develop common planning on Foundational skills instruction. Resources, Action Plan</i> <i>Grades K-2 will implement a Response to Intervention block focused on foundational skills instruction and informed by frequent monitoring using the BPST, BAS and other assessments using the support in the classroom of Teaching Fellows and Instructional Aides (push-in model) in Kindergarten and 1st Grade and Northwest Tutors (Volunteers) in 2nd Grade (pull-out model). Resources, Action Plan</i> 					

	<ol style="list-style-type: none"> 5. <i>A Push-in Model will be utilized to support Foundational Skills differentiated instruction with 6 Teaching Fellows shared by Kinder and 1st Grade (schedule is 8:30-12:00). Resources</i> 6. <i>Blended Learning programs will be utilized to support differentiated instruction on foundations skills including Imagine Learning for our EL students, Moby Max and other technology supports. Resources</i> 7. <i>Generate an Independent Service Contract with the CA Teaching Fellows Foundation for 6 Teaching Fellows. Resources</i> 8. <i>Utilize the site TSA & Instructional Coach/Technology Coach to monitor and support K-2 foundational skills instruction and to build capacity with teachers and Teaching Fellows in best practices. Capacity Building, Resources</i> 		
<i>SQII Element: SQII KAIG 4017 & DRP 3788</i>	<i>SQII Sub-element(s): 6062 & 6032</i>	<i>Site Growth Target: 10%</i>	<i>Vendor (contracted services) Supplemental Contracts \$3,000 Subs \$3,000</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>		
<p><i>Write a SMART Goal to address each data point: Addams will focus on improving the reading comprehension of our students through a focus on foundational reading skills, close reading strategies, Making Thinking Visible Strategies and Instructional Practice Guide tenants. We will adopt school-wide annotation marks for reading comprehension. We will engage students in complex text, talk and tasks to address reading, writing, listening and speaking standards.</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>By June of 2017, the spring administration of the DRP will show at least a 20% reduction in students scoring significantly below the State Reading Level.</i> • <i>Quarterly DRP, BPST, BAS data</i> • <i>Grade Level Common Assessments</i> • <i>SQII Indicators (SQII KAIG 4017 & DRP 3788)</i> • <i>PDSA Cycle evidence/progress monitoring</i> • <i>1.0 FTE will focus on progress monitoring and intervention</i> • <i>Teacher feedback from class walkthrough's</i> • <i>Admin data review/quarterly</i> • <i>Data chats with 1.0 FTE (Designated School)</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • <i>Lead Teachers/weekly</i> • <i>1.0 FTE (Designated School)/Quarterly</i> • <i>Home School Liaison/Monthly parent meetings</i> 	<p><i>Timeline</i></p> <p><i>Quarterly progress monitoring by grade level</i></p>	

<ul style="list-style-type: none"> • RTi by grade level K-2 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Inform parents at parent/teacher conferences of their student's progress. • Information & data shared to parents and community through meetings (Parent Coffee Hour, ELAC, SSC, etc.) • Translations by Home School Liaison 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <u>Making Thinking Visible</u> routines that will support making students' thinking visible • DRP data analysis, progress monitoring and data chats with students • School Wide Annotation of text • WRITE Tools Training~ CCSS writing provided by site Instructional Coach • Engage students in complex text, talk and tasks to address reading, writing, listening and speaking standards. • Engage students in grade level state standards • Engage students in higher levels of thinking as measured by Webb's DOK • Engage students in assessments that are standards based and SBAC aligned • COP Accountable Community & PDSA/Cycle of Review <p><i>Support to AC's continues to be a focus using the Instructional Practice Guides in ELA and Math to support the work (specifically focused on first 4 Tenants for ELA):</i></p> <ol style="list-style-type: none"> 1. Culture of Learning with High Expectations 2. Challenging Content- High quality text 3. Challenging Content- Tasks alignment to standards to build comprehension of text 4. Challenging Content- Foundational skills in service of comprehension <ul style="list-style-type: none"> • Feedback to teachers after every class visit • Coaching support from our 1.0 FTE site instructional Coach- completing coaching cycles with teachers and providing tech support • Class walk through's with support of Early Learning • Edison Regional AC work around Common Formative Assessments with all Lead Teachers 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>		

All students in grades 2-6 scoring significantly below grade level will participate in a minimum of 20 minutes reading intervention (Differentiated instruction/intervention) daily until DRP scores show an increase of DRP reading level. Referrals to After School Program.

Specify additional targeted actions for EL students:

After school tutoring and 20 additional minutes of Imagine Learning Intervention will be offered to EL students, specifically long term and EL 1-3's.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	6,820
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				subs for KAIG, SST,IEPs	3,429
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				tutoring	3,000
								Total	\$13,249

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 # 6	<p><i>Detail the action: Increase attendance rate</i></p> <ul style="list-style-type: none"> Use support of CWA to create interventions to provide services/ supports to at-risk students (Tiers 2 & 3) <p><i>Actions to decrease the suspension rate. (Aligned to Ambrose Model of Change)</i></p> <ol style="list-style-type: none"> Increase attendance rate by 2% to exceed 96% school wide attendance rate. Vision Build the Capacity of the CWA and HSL to support families through attendance interventions. Building Capacity Continue with school-wide structures that are currently effective (i.e. Perfect Attendance Bike Raffles every quarter and Attendance Incentive Charts monthly monitored by CWA) Resources, Action Plan, Motivation Focus on students that fall into category of Chronic Absences Report in ATLAS. Action Plan 		

<p>5. <i>Develop an action plan for implementation of old and new school-wide structures to support subgroups that are showing a discrepancy (i.e. female Kinder and 1st students and African American males). Action Plan</i></p> <p>6. <i>Generate an Independent Service Contract for a School Social Worker and Resource Counseling Assistant to support Tier 2 & 3 Students. Resources</i></p>			
<p><i>SQII Element: 48 (Attendance Rate 94.46%)</i></p>	<p><i>SQII Sub-element(s): 5942 Chronic Absenteeism Rate 18.06%</i></p>	<p><i>Site Growth Target: 96% attendance rate</i></p> <ul style="list-style-type: none"> <i>Increase attendance rate by 2% to exceed 96% school wide attendance rate</i> 	<p><i>Vendor (contracted services) Parent Meetings \$2,000 Babysitting \$2,5000 Interpreting \$4,000</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input 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: Addams will implement a comprehensive outreach program using our CWA, HSL and School Social Worker to develop improved attendance using parent participation in A2A meetings, home visits and consistent parent contact for attendance concerns. Systems and rewards for improved and perfect attendance will be implemented to motivate students to be present, on-time and ready to learn every day. By June of 2017, our attendance rate will increase by 2% to achieve a 96% target attendance rate.</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>A2A tool</i> <i>ATLAS attendance reports</i> <i>School Quality Index Indicators for attendance</i> <i>Counseling referrals</i> <i>Weekly incentives for chronic attendance students</i> <i>ATLAS Parent Portal</i> <i>Edu Text</i> <i>Target group progress monitoring (i.e. disproportionality subgroups-African American Males, Hispanic females in primary grades)</i> 		<p><i>Owner(s): CWA Social Worker HSL</i></p>	<p><i>Timeline weekly</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Relationship and communication with teachers and CWA to increase daily attendance rate</i> 			

<ul style="list-style-type: none"> • <i>Parent recognition at awards assemblies for perfect attendance 1 X a quarter</i> • <i>Monthly Attention to Attendance meetings with administration will take place for students showing patterns of truancy, including tardies.</i> • <i>Inform parents at parent/teacher conferences of their student's progress.</i> • <i>Information & data shared to parents and community through meetings (Parent Coffee Hour, ELAC, SSC, etc.)</i> • <i>Translations by Home School Liaison</i> • <i>Information to parents through ATLAS Parent Portal and Edu Text</i>
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>SQII School Wide Data Target setting and ATLAS attendance data</i> • <i>Attention 2 Attendance; attendance data professional learning</i> • <i>Attendance rates compared to district average</i> <p><i>Progress monitoring attendance</i></p>
<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>Students showing disproportionality will receive intervention services by our CWA (i.e. female students in grades K-1 have higher percentage of absences than all other students)</i> • <i>Focus groups will include: Hispanic Chronic attendance= 52/85 (61%), Grade level focus=Hispanic K-2 students make up 15/85 (18%), Gender focus: female students 47/85 (55%).</i> • <i>All students with 100% attendance will be eligible for quarterly bike raffle.</i> • <i>Awards and incentives to encourage daily attendance</i> • <i>Attendance will be a focus at our quarterly assemblies</i> <p><i>Specify additional targeted actions for EL students:</i></p> <p><i>Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.</i></p>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent meetings	2,000
								Total	\$2,000

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

ADDAMS - 0005

ON-SITE ALLOCATION

3010	Title I	\$66,732 *
7090	LCFF Supplemental & Concentration	\$200,981
7091	LCFF for English Learners	\$117,729
		\$385,442
TOTAL 2016/17 ON-SITE ALLOCATION		\$385,442

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,452
Remaining Title I funds are at the discretion of the School Site Council	\$65,280
Total Title I Allocation	\$66,732

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.

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

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0005 Addams Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	15,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.140	Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	13,933.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.140	PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	13,933.00
1	3	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	42,016.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.210	PE Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	20,899.00
1	1	EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.210	Art Teacher - Addams (D1 A1), King (D1 A2), Kirk (D1 A1)	20,899.00
1	3	EL	Instruction	Teacher-Subs			CELDT assessors	3,000.00
1	1	EL	Instruction	Mat & Supp			: Materials and Supplies	3,049.00
1	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.000		49,882.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	To work in collaboration with SSW	44,912.00
3	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent meetings	2,935.00
3	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Social Worker, School	1.000	new position	101,632.00
3	2	EL	Parent Participation	Cls Sup-Sup			Parent/Teacher conferences	4,000.00
4	1	Sup & Conc	Instruction	Nc-Equipment			: Hardware/software	16,803.00
4	1	Sup & Conc	Instructional Supervision & Admir	Direct-Maint			: Technology service/repair	1,300.00
4	1	EL	Instruction	Bks & Ref			: Imagine Learning	16,000.00
5	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	6,820.00
5	1	Sup & Conc	Instruction	Teacher-Subs			subs for KAIG, SST, IEPs	3,429.00
5	1	Sup & Conc	Instruction	Teacher-Supp			tutoring	3,000.00
6	2	Sup & Conc	Parent Participation	Mat & Supp			Parent meetings	2,000.00

\$385,442.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,732.00
Sup & Conc	7090	\$200,981.00
EL	7091	\$117,729.00
Grand Total		\$385,442.00

Domain Totals	Budget Totals
Academic	\$135,065.00
Culture & Climate	\$94,898.00
Social/Emotional	\$155,479.00
Grand Total	\$385,442.00

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 - Sandra Toscano	X				
2. Chairperson - Maria Padron				X	
3. Angelique Contreras-Hatcher		X			
4. Margarita White		X			
5. Kalleah Ray		X			
6. Rosa Lopez		X			
7. Maryhelen Thompson-Reyes		X			
8. Rosemary Kendrick			X		
9. Maria Guzman				X	
10. Adrianna Gutierrez				X	
11. Maria Suarez				X	
12. Maria Lopez				X	
13. Rosalba Cardenas				X	
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			
School Site Council List					

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

E.3. Required Signatures

School Name: Addams 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	Sandra Toscano	<i>Sandra Toscano</i>	4/29/16
SSC Chairperson	Maria Padron	<i>Maria Padron</i>	3/5/16 Mayo

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