

Anthony Elementary School

10621666111231

Principal's Name: Joy Nunes

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 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	63/67	53.33 %
<input 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	62/67	55.19 %
<input checked="" 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	52/67	15.02 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	44/67	12.95 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	44/67	87.05 %
<input checked="" 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	43/66	48.94 %
<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	35/67	78.54 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at	65/67	30.77 %

Within 365 Days

the end of spring semester and are redesignated within 365 days

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	34/68	40.39 %

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	67/68	90.74 %
<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)	65/68	23.61 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	38/68	3.9 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	35/67	15 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	35/68	20.93 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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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

59/67

42.96
%

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: In order to assure that all students are reading by 3 rd grade, teachers will continue to use strategies from Making Thinking Visible, Core Six and professional development. Teachers will implement strategies for Complex Text, Task, & Talk. Teachers in grades K- 2 will provide instruction in early literacy skills, including Foundational Skills and will use a guided reading approach to teach students at their assessed levels. Students not meeting benchmarks will participate in targeted Response to Intervention program.		
SQII Element: All students reading by 3 rd grade (6032)	SQII Sub-element(s): Grade Level Proficiency	Site Growth Target:27.25%	Vendor (contracted services) Achieve 3000 Write Tools Teaching Fellows
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By May of 2017, 27.25% of all K-3 students will be on grade level as measured by KAIG , BAS, BPST, Interim BA, DRP, Achieve 3000 and Writing Assessments			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ol style="list-style-type: none"> 1. KAIG 2. BAS 3. BPST 4. Interim Benchmark Assessment 5. DRP 6. Quarterly Writing Samples 7. Progress monitoring every 6 weeks 8. Student progress conferences between teachers/admin at least twice per year 9. Achieve 3000 10. Classroom Observations/Feedback 		Owner(s) <ol style="list-style-type: none"> 1. Kindergarten Classroom Teachers 2. Classroom Teachers 3. K-2 Classroom Teachers 4. 1-3 Classroom Teachers 5. 2-6 Classroom Teachers 6. K -1 Classroom Teachers 	Timeline <p>Students will be assessed 3 times a year (Aug, Dec. & May) by TSA, CT and/or teacher.</p> <p>TSA and CT will meet with Admin team to develop RTI. All other district assessments will take place according to district testing calendar.</p>

	<ul style="list-style-type: none"> 7. Classroom Teachers/Admin 8. Teacher/Admin 9. Teachers 10. Admin 	<p><i>Quarterly Writing Samples will be given to assess students on writing genres.</i></p> <p><i>One writing sample will be taken in August to compare to an end of year writing sample to measure student growth in writing.</i></p> <p><i>Teachers will meet with admin. to determine next steps for students not meeting standards.</i></p> <p><i>Teachers will receive written or verbal feedback through iAchieve, emails, feedback form or conversations at least one per week, per teacher.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>During Fall Conferences, teachers will share KAIG and BAS results with parents, including intervention being offered to those students who were “significantly below”.</i> • <i>Library time will be scheduled each week for parents to check out books to take home to read with their children.</i> • <i>All kindergarten and 1st grade parents will receive a list of sight words that their children need to practice at home.</i> • <i>As part of monthly Parent Coffee Hours, time will be allotted for parents to visit classrooms to see reading instruction in action.</i> • <i>Parents will receive school-wide and grade level data from SBAC, DRP, Interim, CELDT, KAIG during SSC and ELAC meetings.</i> 		

- *A 3 hour HSL will coordinate parent education and parent meetings.*

Describe related professional learning:

- *Teaching foundational skills to Kdgn and 1st grade students*
- *Use of FUSD adopted ELA curriculum*
- *ACs Analyzing Standards and Foundational Skills Needed for Competent Readers, Benchmarking Skills to Teach*
- *Guided Reading*
- *Staff collaboration during Accountable Communities*
- *Blended Learning in Primary Grades*
- *Use of intervention materials (specific materials have not been identified yet)*
- *Aligning tasks to rigor of standards*
- *Write Tools Contract*
- *Application of foundation skills*
- *Complex Text, Task, & Talk*
- *Identification of essential standards for each grade level*

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

- ***All students** in Kdgn and 1st grade will participate in intervention 40 min per day/ 4 days per week. A TSA (funded through Designated Schools) and other support personnel (i.e RSP staff) will provide intervention during a designated intervention block for each grade level. Those students not needing intervention will be involved in literacy activities using a blended learning model.*
- ***1st grade students** who are not at BAS level D by end of 2nd quarter will receive additional intervention either after school or during another block of time within school.*
- ***1st Grade Special Education** students will be included in the Intervention block with General Ed 1st grade students.*
- *Technology will be provided to students to access software and district approved supplemental reading programs.*

- *Technology will be replaced and/or repaired as needed*
- *Classroom materials and supplies including notebooks, student organizers, binders, chart paper, post-it notes, pencils, crayons, markers and other associated items to support reading instruction and reading intervention program needs*
- *One 3 hour CT's will provide targeted intervention to students, using our RTI intervention model*

Specify additional targeted actions for EL students:

- *During progress monitoring every 6 weeks, **EL student needs** will be analyzed to determine whether additional ELD or other intervention is needed to progress toward meeting grade level reading targets.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250		HSL to support students and parents with attendance and SSC/ELAC meetings.	3,666
1	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		HSL to support students and parents with attendance and SSC/ELAC meetings.	7,330
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875		3 hour CT to provide intervention	16,395
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875		3 hour CT to provide intervention	16,395
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support instruction	16,046
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support instruction	5,464

1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for instruction	4,171
1	1	Title 1 Basic	Instruction	Materials & Supplies				Classroom materials and supplies to support instruction	3,233
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Achieve 3000	14,468
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Write Tools	Write Tools Training	8,830
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Write Tools	Write Tools Training	9,224
1	1	EL	Instruction	Prof/Consulting Svc & Operating			Write Tools	Write Tools training/supplies	1,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Repair technology as needed	2,000
Total									\$108,222

Domain	<input checked="" type="checkbox"/> x	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 # 2	<i>Detail the action: The school will implement a comprehensive literacy and intervention program for 3rd – 6th grades that will include blended the use of complex text, task & talk, learning, complex text, Achieve 3000 (3rd – 6th) and Write Tool (K-6th).</i>					
<i>SQII Element: ELA (SBAC) (5926)</i>		<i>SQII Sub-element(s): Standard Met/Exceeded</i>		<i>Site Growth Target: 25%</i>	<i>Vendor (contracted services) Achieve 3000 (continued from above action) Write Tools</i>	
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>				

Write a SMART Goal to address each data point: By May of 2017, students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase to 25%.

	<i>Owner(s)</i>	<i>Timeline</i>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <i>1. DRP</i> <i>2. Interim Benchmark Assessment or grade level common assessments/assignments</i> <i>3. ACHIEVE 3000 progress monitoring</i> <i>4. Student work samples that show implementation of new strategies learned through PL</i> <i>5. Student Progress Conferences between Admin and Teachers at least twice per year.</i> <i>6. Quarterly writing samples</i> <i>7. Grade Level Common Formative Assessments</i> <i>8. Site Reading Comprehension Assessment</i> <i>9. Classroom Observations/Feedback</i> 	<ol style="list-style-type: none"> <i>1. Classroom Teachers, ILT</i> <i>2. Classroom Teachers, ILT/TSA</i> <i>3. 3rd-6th Grade Classroom Teachers</i> <i>4. ILT</i> <i>5. Admin</i> <i>6. ACs/ILT/Admin</i> <i>7. Teachers and ACs</i> <i>8. Teachers & Intervention Teacher</i> <i>9. Admin</i> 	<p><i>The effectiveness of the program will be monitored monthly by the teachers, CT, and TSA in collaboration with administration.</i></p> <p><i>Teachers will receive written or verbal feedback through iAchieve, emails, feedback form or conversations at least one per week, per teacher.</i></p>

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

- During Fall Conferences, teachers will share DRP results with parents, including intervention being offered to those students who were “significantly below”.*
- Parents will receive DRP scores and information about how they can help at home with each report card.*
- Students will set reading goals and these will be shared with parents along with ideas parents can use to help students with reading.*

- *As part of monthly Parent Coffee Hours, time will be allotted for parents to visit classrooms to see reading instruction in action.*
- *Parents will receive school-wide and grade level data from SBAC, DRP, Interim, CELDT, and KAIG during SSC and ELAC meetings.*
- *A 3 hour HSL will coordinate parent education and parent meetings.*

Describe related professional learning:

- *Continue implementation of strategies from professional reading, such as Making Thinking Visible, Core Six, Focus, Notice and Note, Skillful Teacher*
- *Achieve 3000, District adopted ELA curriculum*
- *AC work will include:*
 - Action plans and agreements for implementation of strategies learned during PL*
 - Identification of instruction that students will need to be successful*
 - Use of 4 guiding questions*
 - Analysis of Student work*
 - Development and analysis of common assessments*
- *Each teacher will have 3 full days of training with “The Write Tools”. At least 1 additional PL per quarter will be devoted to follow-up training lead by ILT and Admin. Student writing will be analyzed quarterly during ILT and ACs will use a Cycle of Review to implement strategies learned during PL. Subs will be provided for Write Tools Training*
- *Designated Schools Additional Hours Will Be Used as Follows (subject to modification):*
 - PL around 4 Instructional Commitments*
 - AC Planning around 4 Instructional Commitments*
 - AC development of common assessments and common assignments*
 - Analysis of student work*

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

- ***All students**, including Special Education students, in grades 3-5 scoring “significantly below” grade level will participate in a minimum of two 30 min. reading intervention sessions per week. A district funded TSA (additional FTE because we are a Designated School) along with teachers and other support personnel (i.e RSP staff) will provide intervention during a designated intervention block for each grade level. Those students not needing intervention will be involved in literacy activities using a blended learning model.*

- **2nd grade students**, including Special Educations students, who are significantly below grade level in reading as defined by multiple measures (BAS, BPST, DRP) will participate in daily intervention for a minimum of 30 minutes per day. Those who are still significantly below grade level at the end of 2nd quarter will be provided with a minimum of 2 additional 30 minute intervention sessions per week.
- As part of blended learning and intervention, students will be given access to district approved digital literacy programs, such as Achieve 3000.
- One 3 hours/day CTs (depending on budget) will be a member of the intervention team and will work the TSA to provide targeted intervention to students during grade level intervention blocks. The CT will also work with students who are significantly below grade level, needing an additional intervention block
- Classroom materials and supplies including notebooks, student organizers, binders, chart paper, post-it notes, pencils, crayons, markers and other associated items to support reading instruction and reading intervention program needs
- Repair and replace projectors, document cameras and speakers for classroom instruction.

Specify additional targeted actions for EL students:

- **EL students** who have met CELDT but not other defined academic criteria will be in an intervention group that will target needed skills to meet other academic criteria.
- Teachers will hold Progress Conferences with **EL students** after each BAS, DRP, or interim benchmark assessment, to discuss progress toward cut points needed for redesignation and strategies to help move closer to meeting cut points
- **EL students** will use ACHIEVE 3000 or other district-approved digital literacy programs

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitutes will be provided for Write Tools training.	5,255
Total									\$5,255

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
Action # 3	<p><i>Detail the action: The school will implement a progress monitoring program and intervention program to address the assessed needs of students making progress towards state mathematical standards. Professional development will be provided for teachers in deconstructed mathematical standards, backwards mapping, and mathematical progressions. All teachers will take part in creating formative assessments to monitor student progress towards standards and provide intervention for students not making progress.</i></p>			
<p><i>SQII Element: Math (SBAC) (6169)</i></p>		<p><i>SQII Sub-element(s): Standard Met/Exceeded</i></p>	<p><i>Site Growth Target: 25%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point: By May of 2017, the percent of students scoring Standard Met or Standard Exceeded on the math SBAC will be 25%.</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> <ol style="list-style-type: none"> <i>1. Classroom observations</i> <i>2. Analysis of student work</i> <i>3. Report Card Grades</i> <i>4. Interim Math Assessments</i> <i>5. AC developed formative assessments</i> <i>6. Classroom Observations/Feedback</i> 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <i>1. Admin</i> <i>2. Grade level ACs</i> <i>3. Teachers/ILT</i> <i>4. ILT</i> <i>5. AC teams</i> <i>6. Admin</i> 	<p><i>Timeline</i></p> <p><i>Teachers will participate in a full day of professional development for mathematics. Teacher analyze the mathematical standards, learn about deconstructed standards, the continuum of standards and backwards map mathematical instruction.</i></p> <p><i>ACs will develop and administer formative assessments to measure student growth toward quarter goals and provide intervention when needed.</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>• During Fall Conferences, teachers will share Math progress with parents, including intervention being offered to those students who are receiving D's and F's</i> 				

- *Parents of students receiving a D or F will be provided with materials to practice basic Math Facts with students at home.*
- *All parents will have access to student grades via Edutext and the ATLAS Parent portal. A Parent Class will be offered at the beginning of the school year to help parents learn to access these resources.*

Describe related professional learning:

- *Planning and development of common formative assessments during ACs*
- *Use of Designated Schools extra PL hours:*
 - AC Collaboration for planning Math instruction*
 - Plan and progress monitor Math intervention*
 - Professional Learning to revisit Webb's Depth of Knowledge*
 - Deconstructed Standards and Math Progressions*

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

- *Math intervention for **all students receiving a D or F** at the end of 1st quarter. Intervention to be provided by teacher using in class differentiated instruction.*
- *During Student Progress Conferences (mid 1st quarter and beginning 3rd quarter) Admin and classroom teachers will discuss needs of students receiving a D or F in Math and assure that an action plan is in place.*
- ***Special Education students receiving a D or F** in Math will be progress monitored by their case managers and provided with additional intervention and support including "push in" support by the Special Education team.*
- *Intervention materials for instruction – not yet determined*

Specify additional targeted actions for EL students:

- ***EL students who are receiving a D or F** in Math will be progress monitored by the TSA-Intervention. Classroom supports to assure that **EL students** are accessing Math instruction will be included in site Professional Learning*

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 # 4	Detail the action: Teachers will continue to provide all English Learners with integrated and designated ELD instruction by implementing ELA/ELD Frameworks. Teachers will meet with administration to determine students that are close to redesignation and co-create a goal per student. One teacher from each grade level (2 nd – 6 th) will be trained to administer the CELDT to students who are “on-track” for redesignation.		
SQII Element: EL Redesignation (5968)	SQII Sub-element(s): Borderline to Redesignation Within 365 days..	Site Growth Target: ?	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By May 2017, the percent of English Learner 1 st – 6 th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days will be 41%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ol style="list-style-type: none"> 1. BAS 2. DRP 3. CELDT 4. Classroom observations during designated ELD 5. Classroom observations with focus on integrated ELD Student Progress Conferences 6. Interim Benchmark Assessment (if determined to be an academic measure for redesignation) 7. Classroom Observations/Feedback 		Owner(s) <ol style="list-style-type: none"> 1. Classroom Teachers/ILT/TSA 2. Classroom Teachers/ILT/TSA/quarterly 3. Classroom Teachers/Admin/annually 4. Admin/monthly 5. Admin & Admin/Classroom Teachers 6. Teachers 7. Admin 	Timeline <p>EL students who have met, or are close to meeting, the ELA requirement for redesignation will be assessed by teachers in the Fall.</p> <p>Teachers will monitor student progress through multiple measures and will meet with administration to plan and discuss goal setting for students.</p>
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • Parent Conferences that include ELD progress • Discuss redesignation process with parents during ELAC meetings • Interpreters will be used for parent/teacher conferences, ELAC meetings, SSC meeting and other parent meetings. 			

Describe related professional learning:

- *CELDT Training (substitutes to be provided for Anthony teachers to be trained to administer CELDT)*
- *CELDT Assessors*
- *Substitutes will provided for teachers to administer CELDT (one teacher 1st – 6th each sub will be for two days)*
- *The Write Tools*
- *Designated and Integrated ELD*
- *Complex Text, Talk, Tasks*

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

- ***All EL Students:***
 - *Classroom Instruction*
 - *ELD provided during integrated and designated times.*
 - *CELDT Chats*
- *During Student Progress Conferences, a specific plan for **EL students who are also Special Education** students will be developed to focus on increasing English Language Proficiency through classroom differentiation and intervention.*
- *Classroom materials and supplies for ELs including notebooks, student organizers, binders, chart paper, post-it notes, pencils, crayons, markers and other associated items to support reading instruction an dreading intervention program needs for EL students.*

Specify additional targeted actions for EL students:
All of the above

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Instruction	Teacher-Substitute Salaries				Substitutes provided for teachers to be trained in administration of CELDT and to administer CELDT	2,337

4	1	EL	Parent Participation	Classified Support-Supplemental			Translators for parent/teacher conferences	1,362	
4	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental			Childcare for parent meetings	2,349	
4	1	EL	Instruction	Materials & Supplies			Classroom Materials and supplies for ELs	1,349	
4	1	EL	Instruction	Direct-Other (Dr)			CELDT Assessors	1,250	
								Total	\$8,647

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 implement a school wide focus on attendance with weekly monitoring of chronically absent students by the CWS. Students will receive quarterly awards for perfect attendance and the school will hold drawings for donated gifts during awards ceremonies. The CWS will work with families to determine needs and offer supports to increase attendance rates of students who are chronically absent.</i>		
<i>SQII Element: Chronic Absenteeism (5963)</i>	<i>SQII Sub-element(s): Chronic Absenteeism Rate</i>	<i>Site Growth Target: 15%</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<i>Write a SMART Goal to address each data point: By May of 2017, the percentage of students who are chronically absent will decrease to 15%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ol style="list-style-type: none"> <i>Weekly/monthly perfect attendance monitored and incentives will be offered to students who have met the criteria.</i> <i>At risk student list provided to each teacher with updates on attendance at a minimum of every 2 weeks</i> 		<ol style="list-style-type: none"> <i>Teachers/Child Welfare Specialist</i> <i>Child Welfare Specialist</i> <i>CWS</i> <i>CWS</i> <i>Admin/CWS/RCA</i> 	<ol style="list-style-type: none"> <i>Weekly, Monthly</i> <i>Every 2 weeks</i> <i>Monthly</i> <i>Monthly</i> <i>Daily</i> <i>August & September</i> <i>Quarterly</i>

<ol style="list-style-type: none"> 3. <i>Child Welfare Specialist, will monitor attendance for chronically absent students, make home visits to provide families with support and resources to improve attendance</i> 4. <i>CWS will monitor improved attendance and work with admin team to positively acknowledge improved attendance</i> 5. <i>Attendance support will also be provided by the Resource Counseling Assistant by offering chronically absent students the option to visit the Social/Emotional Center as an incentive.</i> 6. <i>Parents will be invited to Kindergarten Orientation where attendance will be a focus</i> 7. <i>Progress monitoring for SEL</i> 	<ol style="list-style-type: none"> 6. <i>Admin/Kinder Teachers</i> 7. <i>Admin/Teachers</i> 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Attendance Conferences</i> • <i>Kindergarten Parent Orientation</i> • <i>Parent University</i> • <i>Parent Coffee Hour</i> • <i>EduText</i> • <i>ATLAS Parent Portal</i> • <i>Home Visits by Child Welfare Specialist or Home School Liaison</i> • <i>Attendance information shared at Parent conferences in Fall</i> • <i>Attendance information shared at IEP meetings</i> • <i>School Messenger to remind parents about Perfect Attendance Blasts, non-school days and return to school days</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Trauma Informed Practices</i> • <i>Class Meeting Topics that promote positive school connections</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>		

- *All students who have perfect attendance will receive positive recognition through participation in incentive activities and quarterly awards.*
- *Social-emotional support will be provided to **students who are at risk** due to attendance or lack of school connectedness through the Child Welfare Specialist, the Resource Counseling Assistant and school mentors*
- *Students identified as at risk will be recognized for improved attendance using criteria identified by the school team (see Progress Monitoring above)*
- *In addition to students identified as at risk, the Child Welfare Specialist will focus on assisting families with improving attendance for **Preschool, Kindergarten and Special Education students** through home visits, attendance monitoring, recognition of improvement and connection to resources to improve attendance.*
- *Admin will bring updated attendance information to IEP meetings so that issues of attendance that are impacting student achievement for **Special Education students** can be addressed with parents*
- *Kindergarten students will be provided with a Kindergarten folder with “ready for school” supplies*
- *Mileage reimbursement for the Home School Liaison and the Child Welfare Specialist to conduct home visits*
- *Student incentives for improved or perfect attendance will be given monthly*

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	0.4375		A RCS to support students in attendance.	26,039

5	2	EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.1875		A RCS to support students in attendance.	11,158
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attn I	0.5625		CWS to support students who are chronically absent and to increase school-wide attendance.	33,244
5	2	EL	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attn I	0.3125		CWS to support students who are chronically absent and to increase school-wide attendance.	18,468
5	2	EL	Attendance & Social Work Services	Local Mileage				Mileage reimbursement for the HSL and the CWS	350
5	2	Title 1 Basic	Attendance & Social Work Services	Materials & Supplies				Material and Supplies for attendance and social/emotional goals. No Food/no Incentives/no Certificates	2,733
Total									\$91,992

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: The school will implement programs to engage students, connect students to school, increase positive interactions between students and teachers, and increase positive behavior from students. The school will continue to offer professional development based on the assessed needs from student/parent surveys and data from observations from the Safe & Civil team. School wide focus on trauma based strategies will continue. Teachers will continue to hold weekly meeting (Tuesdays: OLWEUS lessons, Fridays: Classroom Meetings).</i></p>					
SQII Element: Suspension (6109)		SQII Sub-element(s): Suspension Rate		Site Growth Target: 13%		Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: By May of 2017, the percentage of students who have been suspended or expelled will decrease to 2.5%.						

	<i>Owner(s)</i>	<i>Timeline</i>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <i>1. Weekly suspension report on ATLAS</i> <i>2. Classroom observations</i> <i>3. Common Area Safety</i> <i>4. Bullying Reports</i> <i>5. Monthly suspension analysis</i> <i>6. Office Referrals</i> <i>7. Goal 2 Participation</i> <i>8. School Climate Survey</i> <i>9. Progress monitoring for SEL</i> 	<ol style="list-style-type: none"> <i>1. Admin/report out to School Culture and Climate Committee</i> <i>2. Admin/collect 2nd Step and Class Meeting Data</i> <i>3. School Culture and Climate Committee</i> <i>4. School Culture and Climate Committee</i> <i>5. Admin report out to SCC</i> <i>6. Admin/report out to SCC</i> <i>7. School Culture and Climate Committee</i> <i>8. Admin/School Culture and Climate Committee</i> <i>9. Admin/Teachers</i> 	<ol style="list-style-type: none"> <i>1. Weekly/Monthly</i> <i>2. Monthly</i> <i>3. Monthly</i> <i>4. Monthly</i> <i>5. Monthly</i> <i>6. Monthly</i> <i>7. Quarterly</i> <i>8. Annually</i> <i>9. Quarterly</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>• Permission for student to work with a mentor and/or participate in the Meaningful Work Program</i> 		

- *Provide CHAMPS, 2nd Step, Class Meeting and Olweus overviews and sample lessons through Parent Coffee Hour or other parent meetings*
- *Childcare will be provided for Parent Coffee Hour and other parent meetings*
- *Copier Contract to fax and copy related forms to agencies that support students' social-emotional needs.*

Describe related professional learning:

- *CHAMPS*
- *2nd Step*
- *Conducting Class Meetings*
- *Olweus Bullying Prevention*
- *Social Emotional Learning (SEL)*
- *Cultural Considerations for our Student Population*
- *Meaningful Work & Connections Program*

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

- *All 4th-6th grade students will be encouraged to participate in arts, activities and athletics.*
- ***Students identified as “at risk”** due to attendance or social-emotional concerns will work with the Resource Counseling Assistant and have access to the Social-Emotional Support Center*
- ***African-American students** who are identified as at risk will be given priority for matching with available mentors*
- *A personal contact will be made with each **African American student** who is not participating in a Goal 2 activity to encourage participation*
- *At risk students will be invited to participate in the Meaningful Work Program or Connections Program*
- *Materials and supplies will be provided as reinforcements for positive learning*
- *Materials and supplies will be provided for the Social/Emotional Center*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	EL	Parent Participation	Other Classified-Supplemental				Child care for parent meetings	1,104
6	2	Sup & Conc	Instruction	Office Equipment Lease				Copier contract/lease	500
Total									\$1,604

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 # 7	Detail the action: The school will offer a variety of Goal 2 Activities to engage students in arts, activities and athletics. Activities will include band, choir, recorders, Aspire, The Shuttle, Meaningful Work, Connections, Student Clubs, Spelling Bee, Softball, Volleyball, Basketball, Soccer, Flag Football, student performances and various educational study trips.		
SQII Element: Student Engagement (5944)	SQII Sub-element(s): Disproportionality	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 type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By May 2017, the percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will decrease to 22%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 1. ATLAS Goal 2 data		Owner(s) 1. Administration & Climate and Culture Team	Timeline sStudent participation will be monitored by teachers, coaches and administration. Meaningful Work and Connections will be monitored daily by the RCA and teachers. Monthly reports will be sent home with students that are in

				<i>the Connections Program and quarterly celebrations will take place for students who met criteria.</i>					
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>									
<ul style="list-style-type: none"> • <i>Information</i> • <i>Invitations to attend</i> • <i>Share Survey results at SSC and ELAC meetings</i> • <i>Build capacity in parents to help with after school clubs</i> • <i>Share participation data at SSC and ELAC meetings</i> • <i>Childcare and supplies will be provided for SSC and ELAC meetings</i> 									
<i>Describe related professional learning:</i>									
<ul style="list-style-type: none"> • <i>Menu of Activities available and process for getting students involved</i> 									
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>									
<ul style="list-style-type: none"> • <i>All students will be given access to arts, activities and athletics</i> • <i>Goal 2 participation data will be monitored 2 times a year to assure students in our disproportional population are connected to Goal 2 activities</i> • <i>Supplies for Special Interest Clubs</i> • <i>Art Supplies</i> • <i>Incentives for positive behavior will be provided in various ways as outlined by the School Climate and Culture Team</i> • <i>HSL will support administration during SSC/ELAC meetings and will translate for parents.</i> 									
<i>Specify additional targeted actions for EL students:</i>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Materials & Supplies				Art supplies for classroom instruction	500
7	3	Sup & Conc	Instruction	Materials & Supplies				Incentives for positive behavior and attendance	2,000
7	3	Sup & Conc	Parent Participation	Materials & Supplies				7. Food and supplies for SSC/ELAC meetings	1,000
								Total	\$3,500

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Anthony - 0015

ON-SITE ALLOCATION

3010	Title I	\$38,840 *
7090	LCFF Supplemental & Concentration	\$118,277
7091	LCFF for English Learners	\$62,103
TOTAL 2016/17 ON-SITE ALLOCATION		\$219,220

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$845
Remaining Title I funds are at the discretion of the School Site Council	\$37,995
Total Title I Allocation	\$38,840

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 0015 Anthony Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Classroom materials and supplies to support instruction	3,233.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology to support instruction	16,046.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools : Write Tools Training	9,224.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188	3 hour CT to provide intervention	16,395.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for instruction	4,171.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instruction	5,464.00
1	1	Sup & Conc	Instruction	Direct-Maint			Repair technology as needed	2,000.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Achieve 3000	14,468.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools : Write Tools Training	8,830.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125	HSL to support students and parents with attendance and SSC/ELAC meetings.	3,666.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.188	3 hour CT to provide intervention	16,395.00
1	1	EL	Instruction	Cons Svc/Oth			Write Tools : Write Tools training/supplies	1,000.00
1	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	HSL to support students and parents with attendance and SSC/ELAC meetings.	7,330.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes will be provided for Write Tools training.	5,255.00
4	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	2,349.00
4	1	EL	Instruction	Teacher-Subs			Substitutes provided for teachers to be trained in administration of CELDT and to administer CELDT	2,337.00
4	1	EL	Instruction	Mat & Supp			Classroom Materials and supplies for ELs	1,349.00
4	1	EL	Instruction	Direct-Other			CELDT Assessors	1,250.00
4	1	EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher conferences	1,362.00
5	2	Title 1 Basic	Attendance & Social Work Service	Mat & Supp			Material and Supplies for attendance and social/emotional goals. No Food/no Incentive/no Certificate	2,733.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	0.563	CWS to support students who are chronically absent and to increase school-wide attendance.	33,244.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	A RCS to support students in attendance.	26,039.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.188	A RCS to support students in attendance.	11,158.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	0.313	CWS to support students who are chronically absent and to increase school-wide attendance.	18,468.00
5	2	EL	Attendance & Social Work Service	Local Mileag			Mileage reimbursement for the HSL and the CWS	350.00
6	2	Sup & Conc	Instruction	Off Eq Lease			Copier contract/lease	500.00
6	2	EL	Parent Participation	Oth Cls-Sup			Child care for parent meetings	1,104.00
7	3	Sup & Conc	Instruction	Mat & Supp			: Incentives for positive behavior and attendance	2,000.00
7	3	Sup & Conc	Instruction	Mat & Supp			: Art supplies for classroom instruction	500.00
7	3	Sup & Conc	Parent Participation	Mat & Supp			7. Food and supplies for SSC/ELAC meetings	1,000.00

\$219,220.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,840.00
Sup & Conc	7090	\$118,277.00
EL	7091	\$62,103.00
Grand Total		\$219,220.00

Domain Totals	Budget Totals
Academic	\$122,124.00
Culture & Climate	\$3,500.00
Social/Emotional	\$93,596.00
Grand Total	\$219,220.00

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 - Joy Nunes	X				
2. Chairperson - Benita Vasquez				X	
3. Vice Chairperson - Juana Meza				X	
4. DAC Representative - Fabiola Felix				X	
5. Maria Luisa Trejo				X	
6. Fabiola Garcia				X	
7. Sandra Flores		X			
8. Michelle Brown		X			
9. Guadalupe Andrade		X			
10. Guadalupe Luna de Mora			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input checked="" type="checkbox"/> ELAC voted to fold into the SSC - Date 2/17/19 .			

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

E.3. Required Signatures

School Name: Anthony			
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	Joy Nunes		3/31/16
SSC Chairperson	Benita Vasquez		03/31/16

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