

Ewing Elementary School

10621666006225

Principal's Name: Lisa Shipman

Principal's Signature:

A handwritten signature in cursive script, appearing to read "Lisa Shipman", written in dark ink.

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	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	61/66	6.48 %
<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	61/67	9.27 %
<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	61/67	90.73 %
<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	59/67	54.02 %
<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	56/67	50.27 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	55/66	40.43 %
<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	55/66	11.02 %
<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	51/67	84.06 %
<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	51/67	15.46 %
<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	50/66	54.26 %

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 Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	66/67	26.83 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	50/68	49.8 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	47/68	30.52 %

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	23/68	43.59 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	6331	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	43/68	30.53 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	66/67	45.74 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	51/67	1.09 %
<input type="checkbox"/>	Elementary	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	9/15	%

Instructional Superintendent Approval : ☐ No ☒ Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> Create a comprehensive Early Learning program that addresses the gaps shown in Kindergarten and First Grade foundational skills which impacts school wide results. Students in grades PreK-2 will increase 25% per assessment cycle as determined by BAS and KAIG.</p>		
<i>SQII Element:</i> Reading by Third Grade		<i>SQII Sub-element(s):</i> Disproportionality	<i>Site Growth Target:</i>
<i>Vendor (contracted services)</i> Teaching Fellows			
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, 95% of first grade students will demonstrate growth in reading comprehension as evidenced by BAS. By the end of the 2016/17 school year, 50% of 1st grade students compared to 22% from March 2016 will meet the BAS/SEL end of year benchmark (level I-J).</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"> Teachers will be trained in use of BPST and create action plans to address the needs of each student as determined by ongoing progress monitoring of (BPST). Teachers will create action plans to address the needs of each student as determined by ongoing progress monitoring of (BAS) – Below basic students to be assessed every 6 weeks. Action plans will be reviewed with administration during quarterly data chats ATLAS and SQII Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, RWLS. BAS data will be used to identify needs of struggling students. Data will be used for intervention and planning. 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> TK-2-grade teachers TK-2 grade teachers Principal, TK-3 grade Principal Principal, Vice Principal Resource Teacher, K-2- 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> Ongoing Every Six Weeks Quarterly Weekly Weekly Every six weeks

<p>7. BPST data will be used to identify needs of struggling students. Data will be used for intervention and planning.</p> <p>8. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings.</p> <p>9. CELDT data</p> <p>10. Progress monitoring will be conducted in Dual Immersion classrooms using</p> <p>11. BAS/SEL data will be used to identify needs of struggling students. Data will be used for intervention and planning.</p> <p>12. KAIG data</p> <p>13. Resource Teacher will lead weekly meetings/trainings with Teaching Fellows to elicit feedback, gather data, and provide professional learning based on Teacher Site Professional Learning. Data from classroom assessments/walkthrough visits will be used with fellows to drive professional learning/growth.</p>	<p>grade teachers.</p> <p>7. Resource Teacher, TK-K-grade teachers.</p> <p>8. Resource Teacher, Principal, TK-2-grade teachers</p> <p>9. Resource Teacher, Principal, K-6 grade teachers</p> <p>10. Dual Immersion TK-2 grade Teachers</p> <p>11. Resource Teacher, Principal, Kindergarten-grade teachers</p> <p>12. Kindergarten Teachers</p> <p>13. Resource Teacher</p>	<p>7. Every six weeks</p> <p>8. Bimonthly</p> <p>9. Yearly</p> <p>10. Weekly</p> <p>11. Every six weeks</p> <p>12. Quarterly</p> <p>13. Weekly (Each Friday)</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Each semester (at the end of each quarter) TK-grade 1 parents will be invited to Reading Readiness Seminars to engage with their TK-1 students in reading activities.</p>		

Monthly Parent Coffee Hour will be utilized to engage parents around literacy.

Ewing Parent nights for K-6 facilitated by different grade levels will target literacy practices such as Science Literacy, Math Literacy, Art Literacy, and Social Studies Literacy.

ELAC and SSC meetings will convene a minimum of 4 times a year. Data will be shared with parents. Data will be collected to inform parents. Feedback will be collected around parent engagement.

The school will host two days of parent conferences where BAS/BPST and KAIG information will be specifically discussed.

Describe related professional learning:

All teachers will receive training in use of BPST.

All K-1 teachers will be provided foundation skills training along with using literacy across the content areas.

Teachers will continue to receive training around language acquisition discourse strategies, strategies to increase task rigor and increase scaffolding strategies.

Accountable Communities in grades K-2 will participate in site professional development focused on Foundational Skills to support differentiated instruction.

Resource Teacher and administration will support during release time provided to develop plans and benchmarks around Foundational Reading Skills as defined by State Standards.

Kindergarten teachers will bring the data (work samples) that show student progress toward the mastery of letter names, letter sounds, and phonemic awareness.

During AC meetings, teachers will have data based discussions around student progress and how they are/plan to address identified needs.

Sub release time will be provided to allow for the development of SMART goals, lessons as well as common assessments and professional learning, Data Chats, Accountable Community Meetings, target setting conferences and peer observations. As funding allows.

Dual Immersion Teachers will participate in Bilingual Accountable Community Meetings focused on Bi-literacy and Bilingualism.

Dual Immersion Teachers will participate in professional development which incorporates high leverage strategies from highly successful Dual Immersion programs.

All teacher will have opportunity to follow up with the learning through coaching cycles with Resource Teacher and or TSA.

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

Teaching Fellows would provide additional support within the classroom in small groups in any grade level based on identified student needs and strategies provided and supervised by classroom teacher.

Resource Teacher will supervise and direct Teaching Fellows as they assist teachers in providing target intervention within the regular classroom to identified students.

Teaching Fellows will work with classroom teachers to provide intensive intervention to address student gaps and areas of deficiency.

Teaching Fellows will spend an hour every day in selected classrooms based on student needs to provide students with intensive intervention.

Teaching Fellows will provide additional support within the classroom in small groups based on identified student needs and strategies provided and supervised by classroom teacher.

Students will be identified based on BAS, BPST wherein students reading 2 levels below target will receive intensive intervention.

Students will continue to engage in close reading of text including text deconstruction and reconstruction (juicy sentences).

Dual Immersion students will have access to technology for blended learning –Istation (Interactive Reading Program in Spanish).

Students will have access to intervention within the target language.

Specify additional targeted actions for EL students:

Teaching fellows will push in to classrooms to provide additional support to students through frontloading the lesson content to EL students.

Designated and integrated ELD instruction.

All students will continue to engage in close reading of text including text deconstruction and reconstruction (juicy sentences).

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Other Classified-Supplemental				Classified Supplemental Contracts-Student and site needs	9,982
1	1	EL	Instruction	Teacher-Substitute Salaries				Teacher Sub Release Time	4,570
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	50,717
								Total	\$65,269

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p>Detail the action: Ewing will implement a comprehensive reading support and intervention program, with an emphasis on students scoring significantly below grade level on the DRP in grades 2 – 5 and SBAC in grades 3-6 in the spring 2015-16 administration. We will implement school-wide reading comprehension strategies through the use of Beers & Probst Notice & Note close reading strategies program alongside Making Thinking Visible routines. The school will also use interventions to support struggling readers.</p>		
<i>SQII Element:</i> ELA (SBAC)		<i>SQII Sub-element(s):</i> 5-Achievement Gap	
<i>Site Growth Target:</i>		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point:</p> <p>By May 2017, 30% of all 2nd-6th grade students will demonstrate a minimum of one grade level growth in reading comprehension as evidenced the DRP.</p>			

	Owner(s)	Timeline
<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"> 1. Reading comprehension and levels of proficiency will be measured by spring and fall administrations of the DRP. 2. Classroom Walkthrough Data 3. ATLAS and SQII data 4. Needs survey information from teachers 5. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, RWLS. 6. BAS data will be used to identify needs of struggling students. Data will be used for intervention and planning. 7. BPST data will be used to identify needs of struggling students. Data will be used for intervention and planning. 8. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings. 9. Dual Immersion Teachers will meet as an Accountable Community to progress monitor the acquisition of literacy across both languages. 10. Emphasis will be placed on literacy practice in Math to support Common Core shifts - Monitored through performance task and walk through data. 11. Reading comprehension and levels of proficiency will be measured by spring SBAC. 	<ol style="list-style-type: none"> 1. Resource Teacher, Vice Principal, Principal, 2-6 grade teachers. 2. Principal 3. Principal 4. Principal, Vice Principal 5. TK-2 grade teachers 6. TK-2 grade teachers 7. TK-6 grade lead teachers, Resource Teacher, Principal 8. Prek-6 grade Dual Immersion Teachers 	<ol style="list-style-type: none"> 1. Three time per year 2. Daily 3. Weekly 4. Two times per year 5. Weekly 6. Every 6 weeks 7. Every 6 weeks 8. Weekly 9. Monthly

	9. Resource Teacher, Principal 10. K-3 Teachers 11. 3-6 teachers, Resource Teacher, Vice Principal, Principal	10. Ongoing 11. Quarterly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>DRP and SBAC Individual Student Reports sheets will be provided to all parents with an explanation of meaning. Parents will be informed of targets such as grade level, student level goals, and redesignation. Parents will learn how DRP is used to measure growth in comprehension. Parent training will be given during ELAC, coffee hour meetings and Parent University as well as through parent newsletter.</p> <p>The school will host two days of parent conferences where DRP and SBAC information will be specifically discussed.</p> <p>School wide ongoing progress/information/updates will be provided at Parent Coffee Hour and through School Messenger.</p> <p>Parents will be invited to parent workshops and engage academically focused activities.</p>		
<p><i>Describe related professional learning:</i></p> <p>Training on task complexity (August-September 2016)</p> <p>Instructional Leadership Team will develop and implement professional learning including, but not limited to, complex text, task, talk, writing strategies, and Academic Vocabulary for content areas to support enduring literacy skills.</p> <p>Data from research based books around building relationships, State Standards, ELA/ELD standards, and engagement strategies.</p> <p>Implementation of school wide structures and strategies e.g. annotating, productive talk, Text Dependent Questioning.</p>		

Teachers will create literacy lessons utilizing the Close Reading Method. Close Method may include deconstruction of meaning from text passages, highlighting text, guiding questions, and annotation.

ACs will create lessons based on subject/grade level scope and sequences that are aligned with ELD standards and state standards that include all aspects of classroom foundations as well as integrating maximum opportunities for students to participate in complex text, talk and tasks.

Provide opportunities to allow teacher peer lesson observations within the school day to better assist team teachers who may need support in specific identified areas based on student assessment results.

Sub release time will be provided to allow for the development of SMART goals, ELA and Math lessons as well as common assessments and professional learning, Data Chats, Accountable Community Meetings, target setting conferences and peer observations.
As funding allows.

Disciplinary Literacy for grades TK-6

Using Science Labs to increase student discourse. – Inquiry Approach to Literacy.
Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan lessons to address gaps.

Dual Immersion Teachers will participate in monthly Bilingual Accountable Community Meetings focused on Bi-literacy and Bilingualism.

Dual Immersion Teachers will participate in professional development which incorporates high leverage strategies from highly successful Dual Immersion programs.

All teacher will have opportunity to follow up with the learning through coaching cycles with Resource Teacher.

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

All students will participate in literacy instruction focused on multiple components of complex text.

Students will participate in reading exercises utilizing Close Reading method.

Utilize a structured 6 week intervention (tutorial) in reading with a series of standards and a pre/post test to determine growth.

After school tutoring for identified students.

3-6 grade students will receive progress reports every two weeks and will write goals for the subsequent two weeks.

Students will engage in DOK level 3 math performance tasks.

During math instruction, students will receive increased opportunities for problem solving.

During math students will have increased opportunities to communicate their reasoning through writing and talk.

During science labs students will have increased opportunities to communicate their reasoning through writing and talk.

Students failing multiple subjects will be identified and conference around goal setting and create an action plan with Vice Principal or Principal.

Specify additional targeted actions for EL students:

- Reading proficiency and comprehension chats will be one on one with administration using DRP data to set goals with each student.
- Testing in small group setting
- Daily lessons utilizing the Close method and emphasizing the 9 DRP strategies

Use materials and supplies to support language acquisition and increased fluency

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Sub Release Time	4,570
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts-Stipends, tutoring, student and site needs, etc.	11,305
2	1	EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts, Stipends, tutoring, Student and site needs, etc.	9,628
2	1	EL	Instruction	Materials & Supplies				Spanish Literacy Books	1,000

2	1	EL	Instruction	Materials & Supplies				Materials and Supplies- Instructional items, warehouse orders for classrooms, school, poster paper, cold laminating film, PO's for Office Depot, GW etc.	28,174
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies- Instructional items, warehouse orders for classrooms, school, poster paper, cold laminating film, PO's for Office Depot, GW etc.	23,504
2	1	Sup & Conc	Instruction	Materials & Supplies				Copy Paper	3,700
2	1	Sup & Conc	Instruction	Materials & Supplies				Books-Chapter, Literacy	3,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Student Agendas/Planners	2,100
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				New Laminating Machine and Poster Maker and supplies	12,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology for students and teachers including tablets, laptops, projectors, chargers, etc.	6,550
2	1	EL	Instruction	Non Capitalized Equipment				Technology for students and teachers including tablets, laptops, projectors, chargers, etc.	6,550

2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Copy Machines-Work room and Office	16,500
2	1	Sup & Conc	Instruction	Books & Other Reference				ISTATION License budgeted in 7090 and 7091	2,773
2	1	EL	Instruction	Books & Other Reference				Istation (Split funded 7090 & 7091), History Alive, Learning A-Z, Social Studies School Service, IXL.com, Math programs, etc.	14,150
								Total	\$145,504

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<i>Detail the action:</i> English Language Learners will acquire academic language to ensure adequate progress for redesignation and to move at least one performance band as measured by CELDT.		
<i>SQII Element:</i> EL Redesignation	<i>SQII Sub-element(s):</i> 3- Borderline to Redesignation Within 365 Days 1-English Proficiency Growth	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By June 2017, CELDT data will indicate at least a 15% increase of EL students advancing one language performance level.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i> 1. 3 times per year

<ol style="list-style-type: none"> 1. Disaggregated DRP by EL subgroup will be used to determine growth in reading comprehension and proficiency levels of our EL subgroups. 2. Report Cards and Bi-monthly Progress Reports (Grades 3-6) 3. The percentage of students who are long-term EL or at risk of being long-term EL will be reduced by 50%. 4. 80% of EL students will progress 1 level on CELDT in each domain. 5. English Language Review Team will meet with teachers to review action plans. 6. ATLAS/SQII data tools 7. Classroom walkthrough data 8. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, RWLS. 9. BAS data 10. BPST data 11. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings. 12. Dual Immersion Teachers will participate in Bilingual Accountable Community Meetings focused on Bi-literacy and Bilingualism. 13. Dual Immersion Teachers will participate in professional development which incorporates high leverage strategies from highly successful Dual Immersion programs. 	<ol style="list-style-type: none"> 1. Resource Teacher, 2-6 grade teachers 2. Resource Teacher, 3-6 grade teachers 3. Resource Teacher, Vice Principal, Principal, K-6 grade teachers 4. K-6 grade teachers 5. Resource Teacher, Vice Principal, Principal, TK-6 grade teachers 6. Principal 7. Principal, Vice Principal 	<ol style="list-style-type: none"> 2. Bimonthly 3. Yearly 4. Yearly 5. 4 times per year 6. Weekly 7. Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p>Teachers will review CELDT scores with parents and students to provide guidance, seek parent participation, and assist in goal setting and action planning to help students reach English language proficiency.</p>		

Home School Liaisons and the Resource Teacher will provide parent training/information around CELDT and English Language Acquisition at Ewing coffee hours, parent workshops, teacher conferences and Dual Immersion meetings.

Describe related professional learning:

All teachers will participate in professional learning focused on use of productive talk to support English Learners in Reading, Writing, Speaking and Listening.

Professional learning will continue to provide support teachers in scaffolding language and academic language for EL students and how to provide ELD on an integrated and designated approach each day, based on student needs.

- Training on task complexity (August-September 2016)
- Two times each month, ACs will analyze student data around ELD Focus Standards.
- The English Language Review Team will conduct ELD chats to discuss progress made by EL students- Chats will be centered around EL re-designation Goal Setting Report, ELDA, and evidence from student portfolio.
- EL Services to provide staff development for grade level teams and Lead Teachers.
- Early learning cohort to provide staff development for PK-K.
- Professional Learning focused on complex text, talk, and task (e.g. collaborative grouping with academic talk, talk moves, linguistic analysis for close reading, daily writing practice to process and grow language development).
- Teachers will observe other grade levels and visit alternant site programs to enhance and acquire best practices.

Professional learning to include:

- Close Reading strategies
- ELD - Engagement Strategies- Cooperative Learning
- ELD - Engagement Strategies- Three Types of Writing in Common Core
- Common Core Writing - Three Writing Types with Text Based Evidence
- Making Thinking Visible Routines

All teachers will have opportunity to follow up with the learning through coaching cycles with Resource Teacher and or TSA.

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

Specify additional targeted actions for EL students:

EL students will participate in CELDT Intervention in August through October of 2016.

Focus students will participate in one on one chats as it relates to CELDT, ELDA, DRP, INTERIM, and or Grades.
Focus students are long term ELs and students missing one criteria for re-designation (CELDT or DRP).

EL students will receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills.

Utilize Teaching Fellows in small groups in Deployment to assist ELD students with more opportunities to master grade level standards.
Teaching Fellows will work directly with teachers and frontload to EL students.

Resource Teacher will lead CELDT chats with students prior to taking the CELDT. Chats will be one on one with each individual ELD student. During the CELDT chat, students will specifically go through strategies to use to during the CELDT tests. Students will also be asked to develop a SMART goal prior to taking the CELDT/ELDA assessments.

Vice Principal and Resource Teacher will hold CELDT chats with students who are on track to be re- designated.

Students meeting CELDT requirements (4 & 5) to test in small group setting

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	Title 1 Basic	Attendance & Social Work Services	Classified Support- Regular	Liaison, Home/School Spanish	0.3750			10,801
3	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	2,500
								Total	\$13,301

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action:</i> Implement a comprehensive attendance program alongside a parent communication and outreach program to develop greater daily student attendance as well as parent attendance at school sponsored events which will result in increased student attendance, parent awareness, and parent involvement.</p>		
<i>SQII Element:</i> Chronic Absenteeism		<i>SQII Sub-element(s):</i> 2- Appropriate Attendance Intervention	<i>Site Growth Target:</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By May 2017, 10% decrease of students identified in the areas of manageable, severe, or chronic as indicated through an increase in daily attendance and evidenced through the FUSD Data Dashboard.</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"> Daily attendance reports will result in phone calls to parents to follow up around attendance issues. Conferences with students will be held as needed based on attendance trends. Parent Surveys will be analyzed to determine next steps and actions needed to involve a higher number of parents. Parent attendance to School Activities. Survey information from teachers 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> Vice Principal, Principal, Office Staff Vice Principal, Principal Vice Principal, Principal Principal 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> Throughout the year One time per year Events throughout the year Throughout the year
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Attendance meetings with parents Parent Coffee Hour Parent Messenger</p>			

Parent contact will be made after a student has missed a total of 5 days of school to prevent student from moving into Manageable range.

Vice Principal will provide resources in helping improve their child's attendance.

The Home School Liaisons will provide translation of the administrator's message.

Principal will conference with parent and student, after student has missed a total of 8 days of school to prevent student from moving into Manageable range.

With the assistance of the Home School Liaisons, the parent, student and administration will develop action plan to improve attendance.

Quarterly accountability meetings to discuss chronic and severely chronic students (A2A) and the law.

Describe related professional learning:

Professional learning will be provided to teachers and support staff on climate/culture and social emotional initiatives which include strategies for classroom management, redirecting behavior, and building positive relationships.

Ongoing professional development focused on CHAMPS and Safe and Civil Schools training will be facilitated by PEACE team.

Professional Development around student engagement and FUSD goal 2 will be facilitated to empower teachers with tools to engage students through Core and enrichment.

All teacher will have opportunity to follow up with the learning through coaching cycles with Restorative Justice Coach.

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

Promote various clubs, sports and arts programs available through "Engagement Faire" in the fall.

Extra-curricular, co-curricular and sports activities for students to keep them actively engaged and increase school connectedness.

Develop and implement program for student incentives and recognition.

- Honor/Merit Lists
- Club Lists
- Perfect Attendance
- Sports

- Cheer leading

Incentives for good attendance will be provided:

Classrooms will earn a special activity for every 15 days of perfect attendance.

Weekly and monthly drawings will be held for students with perfect attendance during that week and/or month.

Quarterly awards will be given to students with perfect attendance.

Vice Principal will conference with students identified manageable, chronic, or severe to stress the importance of attendance.

Vice Principal will conference with the students that have been identified as manageable, severe, or chronic.

Student will work with Vice Principal to create a personal plan to improve their attendance.

Home School Liaisons will assist with translation and support to parents to emphasize the importance of daily student attendance.

Principal will conference with parent and student, after student has missed a total of 8 days of school to prevent student from moving into Manageable range.

With the assistance of the Home School Liaisons, the parent, student and administration will develop action plan to improve attendance.

Student work will be displayed in all classrooms and common areas showcasing contributions of each classroom.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Health Services	Classified Support- Regular	Assistant, Health	0.3750			10,563
								Total	\$10,563

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 # 5	<i>Detail the action:</i> Ewing will implement a comprehensive academic English Language acquisition program focusing on English Learner students not showing growth and or who score Intermediate on CELDT for more than one year.		
<i>SQII Element:</i> EL Redesignation	<i>SQII Sub-element(s):</i> 2- Boderline Eligibility Pool	<i>Site Growth Target:</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:</i> By the end of the 2016-2017 school year, our redesignation rate will meet or exceed the district average of 14%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> 1. CELDT Results 2. DRP will be utilized to measure growth in comprehension and reading proficiency. 3. Teacher and student goal setting 4. English Language Review Team 5. Growth in comprehension and growing reading proficiency of EL students will be measured by use of DRP 6. Monitoring of ATLAS and SQII data 7. Walkthrough data – Foundational Skills, Complex Text, talk and task, and EL access to language, Implementation ELD/ELA Frameworks, RWLS. 8. BAS data 9. BPST data 10. Site Common Assessments/Assignments will be utilized to determine student growth and learning gaps. Data from common assessments and assignments will be analyzed through Accountable community meetings.		<i>Owner(s)</i> 1. Resource Teacher, Vice Principal, Principal, K-6 grade teachers 2. Resource Teacher, Principal, 2-6 grade teachers	<i>Timeline</i> 1. yearly 2. 3 times per year
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			

CELDT scores will be provided to all parents with an explanation of its meaning.

Parent conferences scheduled to discuss academic progress regarding ELLs.

Parent inservices/informational meetings to assist/educate parents in the use of Edu-Text and Parent Portal.

ELAC and SSC Meetings

Monthly Parent Coffee Hour

Describe related professional learning:

Teachers will develop and maintain tasks to develop students' knowledge of the academic, subject-related literacy of their own curriculum area.

Training on text complexity literacy planned for August 2016.

ACs will analyze student data around ELD Focus Standards.

Engage EL Services to provide staff development for English Learner Review teams, ILTs, TK-6 grade teachers, etc. on complex text, talk, and task (e.g. collaborative grouping with academic talk, talk moves, linguistic analysis for close reading, daily writing practice to process and grow language development)

Teachers will observe other grade level members and visit off site demonstration schools to enhance and acquire best practices.

All teacher will have opportunity to follow up with the learning through coaching cycles with Resource Teacher.

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

EL students will participate in CELDT seminars in August, September and October of 2016.

ELs will participate in an afterschool CELDT preparation program: 6 week intervention with a pre/post test to determine growth.

Focus students who meet specific criteria will participate in one on one chats as it relates to CELDT; ELDA; DRP; Grades

Utilize Teaching Fellows in small groups (within classrooms) to assist ELD students with more opportunities to master grade level standards. Teaching Fellows will work directly with teachers and frontload the lesson to EL students.

Specify additional targeted actions for EL students:

Resource Teacher will monitor CELDT growth to identify, plan and facilitate appropriate interventions for EL students.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.5000		Also Domain 1 Action 1-Split Funded position	53,284
5	3	EL	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Resource	0.5000		Also Domain 1 Action 1-Split Funded position	53,284
Total									\$106,568

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<i>Detail the action:</i> Implement a comprehensive parent communication and outreach program to foster parent attendance and school events. This program will result in increased parent interaction and academic engagement. Two home school liaisons each 3.5 hours daily will facilitate parent outreach and interpretation for parents.		
<i>SQII Element:</i> Student Engagement	<i>SQII Sub-element(s):</i> 1-Opportunity Index	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point:			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)		<i>Owner(s)</i> 1. Vice Principal	<i>Timeline</i> 1. Throughout the year
1. Parent attendance throughout the year.			

2. Responses on parent and student survey in Spring 2017	and Principal 2. Vice Principal	2. Throughout the year
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Monthly parent coffee hour meetings.</p> <p>Calendar of events to be distributed with parent handbook</p> <p>Bi-monthly newsletter</p> <p>ELAC and SSC meetings-Agendas posted in office and sent home.</p> <p>Title One Parent Meeting and Back to School night</p> <p>Parent conferences to be scheduled at the close of Quarter 1.</p> <p>Parent events with academic focus scheduled throughout the year (Science, Art, Reading). Events will encourage parents and students to come and enjoy learning activities together.</p> <p>Parent University subjects</p>		
<p><i>Describe related professional learning:</i></p> <p>Teachers will receive information regarding events and parent outreach efforts.</p> <p>Each grade level will host/cohost an outreach event.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>Awards and incentives will be given for participation and attendance.</p> <p><i>Specify additional targeted actions for EL students:</i></p> <p>Home school Liaisons to support EL students and families through translations, outreach, and home visitations</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School HmgLao	0.3750			12,367
6	3	EL	Parent Participation	Classified Support-Supplemental				Classified Supplemental Contracts-Translators	4,112
6	3	EL	Parent Participation	Other Classified-Supplemental				Classified Supplemental Contracts-Babysitting	1,762
6	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics-Posters, banners, certificates, etc.	1,000
6	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent/School Involvement Materials: Food, etc.	3,832
Total									\$23,073

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Ewing - 0155

ON-SITE ALLOCATION

3010	Title I	\$61,518 *
7090	LCFF Supplemental & Concentration	\$177,030
7091	LCFF for English Learners	\$125,730
		<hr/>
TOTAL 2016/17 ON-SITE ALLOCATION		\$364,278

* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,338
	Remaining Title I funds are at the discretion of the School Site Council	\$60,180
	Total Title I Allocation	<hr/> \$61,518

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 0155 Ewing 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	50,717.00
1	1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts-Student and site needs	9,982.00
1	1	EL	Instruction	Teacher-Subs			Teacher Sub Release Time	4,570.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub Release Time	4,570.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts-Stipends, tutoring, student and site needs, etc.	11,305.00
2	1	Sup & Conc	Instruction	Bks & Ref			: ISTATION License budgeted in 7090 and 7091	2,773.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies-Instructional items, warehouse orders for classrooms, school, poster paper, cold laminating film, PO's for Office Depot, GW etc.	23,504.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Books-Chapter, Literacy	3,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Copy Paper	3,700.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Student Agendas/Planners	2,100.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: New Laminating Machine and Poster Maker and supplies	12,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology for students and teachers including tablets, laptops, projectors, chargers, etc.	6,550.00
2	1	Sup & Conc	Instruction	Direct-Maint			Copy Machines-Work room and Office	16,500.00
2	1	EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts, Stipends, tutoring, Student and site needs, etc.	9,628.00
2	1	EL	Instruction	Bks & Ref			: Istation (Split funded 7090 & 7091), History Alive, Learning A-Z, Social Studies School Service, IXL.com, Math programs, etc.	14,150.00
2	1	EL	Instruction	Mat & Supp			: Materials and Supplies-Instructional items, warehouse orders for classrooms, school, poster paper, cold laminating film, PO's for Office Depot, GW etc.	28,174.00
2	1	EL	Instruction	Mat & Supp			: Spanish Literacy Books	1,000.00
2	1	EL	Instruction	Nc-Equipment			: Technology for students and teachers including tablets, laptops, projectors, chargers, etc.	6,550.00
3	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		10,801.00
3	3	EL	Instruction	Direct-Other			CELDT Assessors	2,500.00
4	2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.375		10,563.00
5	3	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.500	Also Domain 1 Action 1-Split Funded position	53,284.00
5	3	EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.500	Also Domain 1 Action 1-Split Funded position	53,284.00
6	3	Sup & Conc	Instruction	Direct-Graph			: Graphics-Posters, banners, certificates, etc.	1,000.00
6	3	Sup & Conc	Parent Participation	Mat & Supp			: Parent/School Involvement Materials: Food, etc.	3,832.00
6	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School HmgLao	0.375		12,367.00
6	3	EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-Translators	4,112.00
6	3	EL	Parent Participation	Oth Cls-Supp			Classified Supplemental Contracts-Babysitting	1,762.00

\$364,278.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,518.00
Sup & Conc	7090	\$177,030.00
EL	7091	\$125,730.00
Grand Total		\$364,278.00

Domain Totals	Budget Totals
Academic	\$210,773.00
Culture & Climate	\$142,942.00
Social/Emotional	\$10,563.00
Grand Total	\$364,278.00

E.1. Assurances


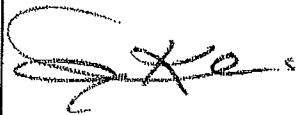
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lisa Shipman	X				
2. Chairperson – Isabel Kline				X	
3. Mai Lee				X	
4. Fernando Ortega				X	
5. Alma Sandoval				X	
6. Eloisa Martinon				X	
7. Ana Tracanna		X			
8. Rebecca Mackey		X			
9. Raquel Garcia		X			
10. Gonzalo de Alba (Alternate)		X			
11. Patricia Carpio			X		
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date_____.			

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

E.3. Required Signatures

School Name: Ewing 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	Lisa Shipman		3/30/16
SSC Chairperson	Isabel Kline		3/30/16

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