

Figarden Elementary School

10621666006233

Principal's Name: Michiko English

Principal's Signature: *Michiko English*

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

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

| Selected | Segment | Element | Subelement | ID | Description | Rank | EOY 14-15 |
|-------------------------------------|------------|------------------------|--------------------------------|----------------------|------------------------------------------------------------------------------------------------|-------|-----------|
| <input checked="" type="checkbox"/> | Elementary | Reading by Third Grade | 3- Borderline Eligibility Pool | 6062 | Number and percentage of K-3rd grade students not on-grade level who are one grade level below | 33/66 | 46.02 % |

2 Academic Growth

Growth Opportunity Indicators

| Selected | Segment | Element | Subelement | ID | Description | Rank | EOY 14-15 |
|-------------------------------------|------------|------------------|---------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|
| <input checked="" type="checkbox"/> | Elementary | EL Redesignation | 4- Continuously Enrolled Redesignation Rate | 6338 | Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year | 55/68 | 31.25 % |

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 | 22/68 | 43.99 % |

4 Social Emotional

Growth Opportunity Indicators

EOY

| Selected | Segment | Element | Subelement | ID | Description | Rank | 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 | 61/68 | 9.59 % |
| <input checked="" 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 | 46/67 | 9.68 % |
| <input checked="" type="checkbox"/> | Elementary | Suspension | 1- Suspension Rate | 6109 | Number and percentage of students who have been suspended and/or expelled | 44/68 | 4.62 % |

5 Climate Culture

Growth Opportunity Indicators

| Selected | Segment | Element | Subelement | ID | Description | Rank | EOY 14-15 |
|--------------------------|------------|--------------------|-------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------|-------|-----------|
| <input type="checkbox"/> | Elementary | Student Engagement | 1- Opportunity Index | 5946 | Number and percentage of Goal 2 (Student Engagement) opportunities offered to students. | 30/67 | 3.35 % |
| <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> In order to support student achievement in English Language Arts we will engage in the Cycle of Continuous Improvement in the following areas: FUSD Instructional Commitments, Common Formative Assessments, and the Literacy Instructional Practice guide. We will continue to develop our understanding of complex text and alignment to CCSS. In order focus on integrated literacy, we will continue to use the Nine Active Reading Strategies in conjunction with the Write Tools writing strategies.</p> | | |
| SQII Element: 5926 | SQII Sub-element(s): 6062, 5994, 6255 | Site Growth Target: 50% | Vendor (contracted services) <ul style="list-style-type: none"> ▪ Barnes and Noble ▪ Scholastic News ▪ Newsela Inc. ▪ Renaissance Learning ▪ Keyboarding Without Tears |
| <input type="checkbox"/> New Action | <input checked="" type="checkbox"/> On-going | Reasoning: <input checked="" type="checkbox"/> Data | <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context |
| <p><i>Write a SMART Goal to address each data point:</i> By June 2017, the percentage of students meeting and exceeding standards in English Language Arts will increase by 10% as measured by the 2017 Smarter Balance Assessment.</p> | | | |
| <p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Progress toward this goal will be monitored by:</p> <ul style="list-style-type: none"> • SBAC Results • District Interim Assessments (Illuminate) • KSEP, KAIG, BAS, DRP Assessments • Classroom Observation and Feedback • Student Goal Monitoring Tools • Teacher/Administration Data Chats • DIBELS | | Owner(s) Admin/Teachers/Students/Parents | Timeline 8/16-6/17 |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> • <i>Common Formative Assessments</i> • <i>Grade level writing samples</i> • <i>Keyboarding program (Keyboarding without Tears)</i> | | |
| <p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parents will be informed of their child's progress throughout the school year via printed reports, parent/teacher conferences, EDUTEXT, and the Atlas Portal.</i> • <i>Student Success Team meetings will be held to address students' academic and social needs.</i> • <i>Monthly parent meetings with administration will address information about academic programs, school climate and culture.</i> • <i>Parent University classes will be conducted on campus as needed.</i> • <i>School Site Council, ELAC, Parent Coffee Hours, Annual Back to School Night, Title I Parent Meeting, weekly phone messages, weekly newsletter (Falcon Flyer), Open House, Various PTA events, Figarden School Website, PTA Facebook Page</i> | | |
| <p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Build understanding around the importance of collaborating in Accountable Community Teams. (<u>Learning by Doing</u>)</i> • <i>Utilize the Literacy Instruction Practice Guide to calibrate instructional delivery and plan professional development to address needs.</i> • <i>Engage in the Cycle of Continuous Improvement with common formative assessments.</i> • <i>Continue working on identifying complex text and aligning text to CCSS appropriately rigorous tasks.</i> • <i><u>Notice and Note</u> strategies</i> • <i>Planning days will be provided for each grade level to intentionally plan: to backwards map units of study, to develop common formative assessments, and embed a variety of instructional strategies to build student understanding.</i> • <i>Opportunities for teachers to observe their colleagues on and off site will be made available to share and observe best practices.</i> • <i>Technology – accessing FUSD data bases and online resources</i> | | |
| <p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>(1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)</i> • <i>(1) Para Professional Resource Lab to provide a variety of clerical duties to meet the needs of students, parents, and staff. (.437)</i> • <i>After School tutoring will be made available for students who need additional support.</i> • <i>Accelerated Reader 360 will used as a supplement to our English Language Arts program.</i> • <i>Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.</i> • <i>Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • <i>Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in each grade level during their RtI block.</i> | | |

- Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provided for English Language Learners in each grade level during their ELA block.
- Common formative assessments will be used to place, monitor, and develop instruction to ensure student progress.

| Budgeted Expenditures | | | | | | | | | |
|-----------------------|--------|---------------|-------------------------------------------|----------------------------------|------------------------------|--------|--------|--------------------------------------------------------------------------|----------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 1 | 1 | Sup & Conc | Instruction | Instr Aide-Regular Salaries | Paraprof, Instructional Asst | 0.3750 | | | \$9,709 |
| 1 | 1 | Sup & Conc | Instructional Library, Media & Technology | Clerical, Technical & Office-Reg | Paraprof, Resource Lab | 0.4375 | | | \$11,268 |
| 1 | 1 | Sup & Conc | Instruction | Teacher-Supplemental Salaries | | | | Supplemental contracts for ELA tutoring | \$1,394 |
| 1 | 1 | Title 1 Basic | Instruction | Teacher-Substitute Salaries | | | | Planning days/Professional learning/Meetings | \$3,928 |
| 1 | 1 | Title 1 Basic | Parent Participation | Classified Support-Supplemental | | | | Babysitting/Translating | \$412 |
| 1 | 1 | Sup & Conc | Instruction | Books & Other Reference | | | | Site licenses for Keyboarding without Tears and AR 360 | \$11,347 |
| 1 | 1 | Sup & Conc | Instruction | Books & Other Reference | | | | Professional Learning Books for staff: Barnes & Noble | \$1,200 |
| 1 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Materials & Supplies: Xerox paper, ink, dry erase markers, folders, etc. | \$16,410 |
| 1 | 1 | Title 1 Basic | Instruction | Materials & Supplies | | | | Materials and Supplies | \$4,231 |

| | | | | | | | | | |
|---|---|---------------|-------------|---------------------------|--|--|--|--------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 | 1 | Sup & Conc | Instruction | Direct-Maintenance (Dr) | | | | Technology Maintenance & Repairs | \$5,000 |
| 1 | 1 | Sup & Conc | Instruction | Non Capitalized Equipment | | | | Mobile laptop carts, laptops, projectors, document cameras, projector bulbs, headphones, chargers, external drives, etc. | \$6,275 |
| 1 | 1 | Sup & Conc | Instruction | Non Capitalized Equipment | | | | Tablets | \$27,000 |
| 1 | 1 | Title 1 Basic | Instruction | Non Capitalized Equipment | | | | Tablets | \$10,000 |
| | | | | | | | | Total | \$108,174 |

| 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><i>Detail the action:</i> <i>In order to support student achievement in Mathematics we will engage in the Cycle of Continuous Improvement in the following areas: FUSD Instructional Commitments, Common Formative Assessments, and the Mathematics Instructional Practice guide. Emphasis will be given to ensure that the instructional shifts: Focus, Coherence, and Rigor are addressed in each lesson.</i></p> | | |
| SQII Element: 6169 | SQII Sub-element(s): 6260, 6160 | Site Growth Target: 43% | Vendor (contracted services) |
| <input checked="" type="checkbox"/> New Action | <input type="checkbox"/> On-going | Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based | <input type="checkbox"/> Local Knowledge/Context |
| <p><i>Write a SMART Goal to address each data point:</i> <i>By June 2017, the percentage of students meeting and exceeding standards in Mathematics will increase by 10% as measured by the 2017 Smarter Balance Assessment.</i></p> | | | |
| Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) | | Owner(s) | Timeline |

| | | |
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| <p><i>Progress toward this goal will be monitored by:</i></p> <ul style="list-style-type: none"> • <i>Classroom Observation and Feedback</i> • <i>Teacher/Administration Data Chats</i> • <i>District Interim Assessments (Illuminate)</i> • <i>Quarterly Assessments</i> • <i>Common Formative Assessments</i> • <i>Fluency (Basic Facts)</i> | <p><i>Admin/Teachers/Students/Parents</i></p> | <p><i>8/16-6/17</i></p> |
| <p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parents will be informed of their child's progress throughout the school year via printed reports, parent/teacher conferences, EDUTEXT, and the Atlas Portal.</i> • <i>Student Success Team meetings will be held to address students' needs and design supports for students to succeed.</i> • <i>Monthly parent meetings with administration will address information about student assessment data.</i> • <i>Parent University classes will be conducted on campus as needed.</i> • <i>School Site Council, ELAC, Parent Coffee Hours, Annual Back to School Night, Title I Parent Meeting, weekly phone messages, weekly newsletter (Falcon Flyer), Open House, Various PTA events, Figarden School Website, PTA Facebook Page</i> | | |
| <p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Build understanding around the importance of collaborating in Accountable Community Teams.</i> • <i>Utilize the Mathematics Instruction Practice Guide to calibrate instructional delivery and plan professional development to address needs.</i> • <i>Continue to build understanding around the instructional shifts: Focus, Coherence, and Rigor</i> • <i>Utilize Learning Progressions to ensure emphasis is given to the appropriate content in each grade level</i> • <i>Engage in the Cycle of Continuous Improvement with common formative assessments.</i> • <i>Planning days will be provided for each grade level to intentionally plan: to backwards map units of study, to develop common formative assessments, and embed a variety of instructional strategies to build student understanding.</i> • <i>Opportunities for teachers to observe their colleagues on and off site will be made available to share and observe best practices.</i> • <i>Technology – GO Math tech component</i> | | |
| <p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>(1) Para Professional Instructional Assistant to provide support with instructional material. (.375)</i> • <i>(1) Para Professional Resource Lab to provide a variety of clerical duties to meet the needs of students, parents, and staff. (.4375)</i> • <i>Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.</i> • <i>Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper</i> • <i>After School tutoring will be made available for students who need additional support.</i> | | |

Specify additional targeted actions for EL students:

- *Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided in each grade level during their Mathematics block.*
- *Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provide in each grade level during their Mathematics block.*
- *Common formative assessments will be used to place, monitor, and develop instruction to ensure student progress.*

| Budgeted Expenditures | | | | | | | | | |
|-----------------------|--------|---------------|-------------|-------------------------------|-----------|-----|--------|----------------------------------------------|---------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 2 | 1 | Sup & Conc | Instruction | Teacher-Supplemental Salaries | | | | Supplemental Contracts for Math tutoring | \$1,394 |
| 2 | 1 | Title 1 Basic | Instruction | Teacher-Substitute Salaries | | | | Planning Days/Professional Learning/Meetings | \$3,928 |
| Total | | | | | | | | | \$5,322 |

| Domain | 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates | 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates | 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action # 3 | Detail the action: In order to increase the percentage of students on grade level in reading, each grade level will implement RtI structures that will include: vocabulary development, fluency, foundational skills and leveled text. Each grade level will have a 3 hour CA Teaching Fellow to assist in small group instruction to ensure each student is supported at their instructional level. DIBELS and BAS assessments will be used to determine learning gaps and monitor progress. | | |
| SQII Element: 6062 Reading by Third grade | SQII Sub-element(s): 5994, 6255 | Site Growth Target: 56.2% | Vendor (contracted services) <ul style="list-style-type: none"> ▪ (4) 3 hour CA Teaching Fellows ▪ Accelerated Reader 360 ▪ Scholastic News ▪ Newsela Inc. ▪ U. of Oregon (DIBELS) |

| <input checked="" type="checkbox"/> New Action | <input type="checkbox"/> 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: <i>By June 2017, the percentage of students on grade level in reading will increase 10% as measured by KAIG, BAS and DRP assessment scores.</i></p> | | | | |
| <p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Teacher/Administration Data Chats Classroom Observation and Feedback District Interim Assessments (Illuminate) DRP Assessments Common Formative Assessments KSEP, KAIG, BAS DIBELS Release time for teachers to progress monitor Release time to attend SST and IEP meetings Student planners for grades 4th -6th | | <p>Owner(s)</p> <p>Admin/Teachers/Students/Parents</p> | <p>Timeline</p> <p>8/16-6/17</p> | |
| <p>Explain the Targeted Actions for Parent Involvement (required by Title I)</p> <ul style="list-style-type: none"> Parents will be informed of their child's progress throughout the school year via printed reports, parent/teacher conferences, EDUTEXT, and the Atlas Portal. Student Success Team meetings will be held to address students' needs and design supports for students to succeed. Monthly parent meetings with administration will address information about student assessment data. | | | | |
| <p>Describe related professional learning:</p> <ul style="list-style-type: none"> A Response to Intervention model within each grade level will be in place to address and identify learning gaps. Professional learning will include: differentiated instruction, guided reading, Write Tools strategies, and how to use DIBELS and BAS progress monitoring data to improve instruction. ELA/ELD framework After School tutoring will be made available for students who need additional support. Technology – Accelerated Reader 360, Keyboarding Without Tears, Scholastic News Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper Opportunities for teachers to observe their colleagues on and off site will be made available to share and observe best practices. | | | | |
| <p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> (3) 3 hour CA Teaching Fellows will provide reading intervention in small groups in each grade level (1st – 3rd grades). (1) CA Teaching Fellow will provide reading intervention in small groups in each grade level (4th -6th) (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375) (1) Para Professional Resource Lab to provide a variety of clerical duties to meet the needs of students, parents, and staff. (.437) | | | | |

- *Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.*
- *Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper*
- *Cross age peer-tutoring in reading*

Specify additional targeted actions for EL students:

- *Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided in each grade level during their RtI block.*
- *Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provide in each grade level during their ELA block.*
- *Common formative assessments will be used to place, monitor, and develop instruction to ensure student progress.*

| Budgeted Expenditures | | | | | | | | | |
|-----------------------|--------|---------------|-------------|-----------------------------|-----------|-----|------------------|----------------------------------------------|----------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Substitute Salaries | | | | SST/IEP Days | \$1,430 |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Substitute Salaries | | | | Release time for progress monitoring | \$5,388 |
| 3 | 1 | Title 1 Basic | Instruction | Teacher-Substitute Salaries | | | | Planning Days/professional learning/meetings | \$3,928 |
| 3 | 1 | Sup & Conc | Instruction | Books & Other Reference | | | | DiBels-University of Oregon | \$500 |
| 3 | 1 | Sup & Conc | Instruction | Sub-agreements for Services | | | Teaching Fellows | 2 Teaching Fellows | \$14,403 |
| 3 | 1 | EL | Instruction | Sub-agreements for Services | | | Teaching Fellows | 2 Teaching Fellows | \$14,403 |
| Total | | | | | | | | | \$40,052 |

| 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 |
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| Action # 4 | Detail the action: Using data from multiple sources in conjunction with the ELD standards, lessons will be planned for designated and integrated ELD instruction. | | |
| SQII Element: 4073 English Language Learners not on grade level | SQII Sub-element(s): 6338 | Site Growth Target: 48.46% | Vendor (contracted services) <ul style="list-style-type: none"> ▪ (4) 3 hour CA Teaching Fellows ▪ Accelerated Reader 360 ▪ Scholastic News ▪ Newsela Inc. ▪ U. of Oregon (DIBELS) |
| <input type="checkbox"/> New Action | <input checked="" type="checkbox"/> On-going | Reasoning: <input checked="" type="checkbox"/> Data | <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context |
| Write a SMART Goal to address each data point: By June 2017, the percentage of English Language Learners on or above grade level will increase 10% as measured by KSEP, KAIG, BAS, and DRP. | | | |
| Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • RFEP Monitoring Tool • Teacher/Administration Data Chats • Classroom Observation and Feedback • Student Goal Monitoring Tools • Common Formative Assessments • CELDT • KAIG, BAS, DRP • DIBELS | | Owner(s) Admin/Teachers/Students/Parents VP, CELDT Assessors | Timeline 8/16-6/17 8/16-10/16 |
| Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • Parents will be informed of their child's progress throughout the school year via printed reports, parent/teacher conferences, EDUTEXT, and the Atlas Portal. | | | |

| <ul style="list-style-type: none"> • <i>Student Success Team meetings will be held to address students' needs and design supports for students to succeed.</i> • <i>Monthly parent meetings with administration will address information about student assessment data.</i> | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|----------------------|---------------------------------|-----------|-----|--------|--------------------------------------------------|---------|
| <i>Describe related professional learning:</i> <ul style="list-style-type: none"> • <i>ELD standards – designated and integrated English Language Development</i> • <i>ELD/ELA Framework</i> • <i>Differentiated instruction – RtI</i> • <i>Guided reading</i> • <i>New adopted ELA Curriculum</i> | | | | | | | | | |
| <i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <ul style="list-style-type: none"> • <i>Leveled small group instruction</i> • <i>Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper</i> | | | | | | | | | |
| <i>Specify additional targeted actions for EL students:</i> <ul style="list-style-type: none"> • <i>Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided in each grade level during their RtI block.</i> • <i>Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provide in each grade level during their ELA block.</i> • <i>Common formative assessments will be used to place, monitor, and develop instruction to ensure student progress.</i> | | | | | | | | | |
| Budgeted Expenditures | | | | | | | | | |
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 4 | 1 | Sup & Conc | Instruction | Teacher-Substitute Salaries | | | | SST/IEP Days | \$1,430 |
| 4 | 1 | EL | Parent Participation | Classified Support-Supplemental | | | | Babysitting/Translating | \$412 |
| 4 | 1 | Title 1 Basic | Instruction | Teacher-Substitute Salaries | | | | Planning Days/professional learning/meetings | \$3,928 |
| 4 | 1 | EL | Instruction | Direct-Other (Dr) | | | | CELDT Assessors | \$1,250 |
| 4 | 1 | EL | Instruction | Materials & Supplies | | | | Materials & Supplies to support English Learners | \$2,547 |

| | | | | | | | | | |
|---|---|---------------|----------------------|---------------------------|--|--|--|---------------------------------------------|----------|
| 4 | 1 | EL | Instruction | Non Capitalized Equipment | | | | Technology Equipment | \$1,000 |
| 4 | 1 | Title 1 Basic | Parent Participation | Materials & Supplies | | | | Materials & Supplies for parent involvement | \$1,200 |
| 4 | 1 | EL | Parent Participation | Materials & Supplies | | | | Parent Materials | \$200 |
| | | | | | | | | Total | \$11,967 |

| 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 | Detail the action: In order to address chronic absenteeism, attendance will be monitored on a regular basis. In addition, students and parents will be counseled, and rewarded for perfect and improved attendance. | | |
| SQII Element: 6331 | | SQII Sub-element(s): | Site Growth Target: 50% Vendor (contracted services) |
| <input checked="" type="checkbox"/> New Action | <input type="checkbox"/> On-going | Reasoning: <input checked="" type="checkbox"/> Data | <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context |
| <p>Write a SMART Goal to address each data point: By June 2017, the percentage of students who are chronically absent and have an appropriate attendance intervention will increase at least 20% as measured by Atlas.</p> | | | |
| <p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Include monthly data chats around attendance at ILT meetings • Include reminders on weekly messages to staff to monitor and reach out to parents of students who are chronically absent • Hold attendance information meetings with parents as scheduled | | <p>Owner(s)</p> <p>Admin/Teachers/Students/Parents</p> | <p>Timeline</p> <p>8/16-6/17</p> |
| <p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent Meetings • Teachers monitor student attendance and make contact with parents, record contact in Atlas • Administration will meet with students who are identified as chronically absent. • Parent/Teacher conferences | | | |

| <p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Professional Learning on all components of Atlas, and School Messenger SARB process <p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Daily reminders and mini lessons on the importance of regular attendance. Rewards for perfect attendance and for improved attendance (Positive Behavior Support Activities) <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> Provide communication in primary language regarding the importance of regular attendance Utilize site ELAC meeting to inform parents about the importance of regular attendance | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|-------------|----------------------|-----------|-----|--------|---------------------------------------------|---------|
| Budgeted Expenditures | | | | | | | | | |
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 5 | 2 | Title 1 Basic | Instruction | Direct-Graphics (Dr) | | | | Graphics/Figarden Flipbook | \$1,500 |
| 5 | 2 | Sup & Conc | Instruction | Materials & Supplies | | | | Positive Behavior Support Activities/Awards | \$1,200 |
| Total | | | | | | | | | \$2,700 |

| 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 | Detail the action: In order to address suspension rates we will continue to hold class meetings regularly to address student conduct especially anti-bullying. Positive Behavior Support Activities will be used to reward students for positive behavior. | | |
| SQII Element: 6302, 6109 | | SQII Sub-element(s): | Site Growth Target: 1.725% Vendor (contracted services) |
| <input checked="" type="checkbox"/> New Action | <input type="checkbox"/> On-going | Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context | |
| Write a SMART Goal to address each data point: By June 2017, 100% of suspensions entered into ATLAS will be appropriately recorded. By June 2017, the percentage of students recording a suspension or expulsion will decrease 50% as measured by the suspension/expulsion data entered into Atlas. | | | |

| | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|-------------|-----------------------------|---------------------------------------------------------------|-----|-----------------------------------------|------------------------|---------|
| <i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points)</i> <ul style="list-style-type: none">• Consistent monitoring of the SQII suspension indicators• Progress Monitoring using SEL data• Monthly Atlas reports of suspensions• Complete DHIB, BIP documents and monitor plans• Olweus Class Meeting documentation | | | | | <i>Owner(s)</i> <i>Admin/Teachers/Students/Parents</i> | | <i>Timeline</i> <i>8/16-6/17</i> | | |
| <i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none">• Regular communication with parents regarding behaviors recorded in Atlas (positive and negative)• Olweus Anti-Bullying training for parents and or guardians• SST meetings | | | | | | | | | |
| <i>Describe related professional learning:</i> <ul style="list-style-type: none">• Atlas• Olweus Anti-Bullying lessons and class meetings• CHAMPS• Second Step Lessons• The Tough Kid• Safe and Civil Schools - Foundations• Character Counts lessons• NTA training | | | | | | | | | |
| <i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <ul style="list-style-type: none">• Olweus class meetings• Student/Administration conferences• Second Step lessons• SST meetings• Classroom behavior plans• Behavior Intervention Plans• Positive Behavior Support activities | | | | | | | | | |
| Budgeted Expenditures | | | | | | | | | |
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 6 | 2 | Sup & Conc | Instruction | Teacher-Substitute Salaries | | | | SST/IEP Days | \$1,430 |
| | | | | | | | | Total | \$1,430 |

| 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: In order to increase participation in Goal 2 activities we will provide parents and students with an overview of all activities available and communicate these in multiple ways. We will actively pursue additional opportunities for students to participate in activities in our primary grades. | | |
| SQII Element: 2080 | | SQII Sub-element(s): | Site Growth Target: 90% |
| <input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going | | Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context | |
| Write a SMART Goal to address each data point: By June 2017, the participation rate in Goal 2 activities will increase 10% as measured by Atlas Goal 2 monitoring | | | |
| Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) | | Owner(s) | Timeline |
| <ul style="list-style-type: none"> Goal 2 Engagement Tool Attendance sheets from clubs and activities | | Teachers/VP | 8/16-6/17 |
| Explain the Targeted Actions for Parent Involvement (required by Title I): | | | |
| <ul style="list-style-type: none"> All activities will be posted on the weekly newsletter, school website, and announced through School Messenger Information about activities will be posted in office and on Student Council bulletin board Parent informational meetings | | | |
| Describe related professional learning: | | | |
| <ul style="list-style-type: none"> Coaches Meetings Goal 2 Engagement Tool Sportsmanship awards CPR/First Aide Certification | | | |
| Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): | | | |
| <ul style="list-style-type: none"> Participation in a variety of activities: <ul style="list-style-type: none"> Volleyball, Football, Cross Country, Basketball, and Softball Drama, Chorus, Recorders, Band, Strings Spelling Bee, Science Olympiad, Cheer Student Council (Leadership) Other clubs – Chess, Lego, Kendama, Noontime Activities Campus Culture Director | | | |

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

Figarden - 0160

ON-SITE ALLOCATION

| | | |
|-----------------------------------------|-----------------------------------|------------------|
| 3010 | Title I | \$33,055 |
| 7090 | LCFF Supplemental & Concentration | \$116,778 |
| 7091 | LCFF for English Learners | \$19,812 |
| | | <hr/> |
| TOTAL 2016/17 ON-SITE ALLOCATION | | \$169,645 |

| | | |
|-----------------------------------------------------------------|--------------------------------------------------------------------------|----------------|
| * Title I requires a specific investment for Parent Involvement | | |
| | Title I Parent Involvement - Minimum Required | \$792 |
| | Remaining Title I funds are at the discretion of the School Site Council | \$32,263 |
| | Total Title I Allocation | <hr/> \$33,055 |

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 0160 Figarden Elementary (Locked)

| Action | Domair | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|--------|---------------|-----------------------------------|---------------|------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 | 1 | Title 1 Basic | Instruction | Teacher-Subs | | | Planning days/Professional learning/Meetings | 3,928.00 |
| 1 | 1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials and Supplies | 4,231.00 |
| 1 | 1 | Title 1 Basic | Instruction | Nc-Equipment | | | Tablets | 10,000.00 |
| 1 | 1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Babysitting/Translating | 412.00 |
| 1 | 1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for ELA tutoring | 1,394.00 |
| 1 | 1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.375 | | 9,709.00 |
| 1 | 1 | Sup & Conc | Instruction | Bks & Ref | | | : Site licenses for Keyboarding without Tears and AR 360 | 11,347.00 |
| 1 | 1 | Sup & Conc | Instruction | Bks & Ref | | | : Professional Learning Books for staff: Barnes & Noble | 1,200.00 |
| 1 | 1 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies: Xerox paper, ink, dry erase markers, folders, etc. | 16,410.00 |
| 1 | 1 | Sup & Conc | Instruction | Nc-Equipment | | | Tablets | 27,000.00 |
| 1 | 1 | Sup & Conc | Instruction | Nc-Equipment | | | : Mobile laptop carts, laptops, projectors, document cameras, projector bulbs, headphones, chargers, external drives, etc. | 6,275.00 |
| 1 | 1 | Sup & Conc | Instruction | Direct-Maint | | | Technology Maintenance & Repairs | 5,000.00 |
| 1 | 1 | Sup & Conc | Instructional Library, Media & Te | Cl&Tech-Reg | Paraprof, Resource Lab | 0.438 | | 11,268.00 |
| 2 | 1 | Title 1 Basic | Instruction | Teacher-Subs | | | Planning Days/Professional Learning/Meetings | 3,928.00 |
| 2 | 1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental Contracts for Math tutoring | 1,394.00 |
| 3 | 1 | Title 1 Basic | Instruction | Teacher-Subs | | | Planning Days/professional learning/meetings | 3,928.00 |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Subs | | | SST/IEP Days | 1,430.00 |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Subs | | | Release time for progress monitoring | 5,388.00 |
| 3 | 1 | Sup & Conc | Instruction | Bks & Ref | | | : DiBels-University of Oregon | 500.00 |
| 3 | 1 | Sup & Conc | Instruction | Subagreements | | | Teaching Fellows : 2 Teaching Fellows | 14,403.00 |
| 3 | 1 | EL | Instruction | Subagreements | | | Teaching Fellows : 2 Teaching Fellows | 14,403.00 |
| 4 | 1 | Title 1 Basic | Instruction | Teacher-Subs | | | Planning Days/professional learning/meetings | 3,928.00 |
| 4 | 1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials & Supplies for parent involvement | 1,200.00 |
| 4 | 1 | Sup & Conc | Instruction | Teacher-Subs | | | SST/IEP Days | 1,430.00 |
| 4 | 1 | EL | Instruction | Mat & Supp | | | Materials & Supplies to support English Learners | 2,547.00 |
| 4 | 1 | EL | Instruction | Nc-Equipment | | | Technology Equipment | 1,000.00 |
| 4 | 1 | EL | Instruction | Direct-Other | | | CELDT Assessors | 1,250.00 |
| 4 | 1 | EL | Parent Participation | Cls Sup-Sup | | | Babysitting/Translating | 412.00 |
| 4 | 1 | EL | Parent Participation | Mat & Supp | | | Parent Materials | 200.00 |
| 5 | 2 | Title 1 Basic | Instruction | Direct-Graph | | | Graphics/Certificates/Figarden Flipbook | 1,500.00 |
| 5 | 2 | Sup & Conc | Instruction | Mat & Supp | | | : Positive Behavior Support Activities/Awards | 1,200.00 |
| 6 | 2 | Sup & Conc | Instruction | Teacher-Subs | | | SST/IEP Days | 1,430.00 |

\$169,645.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------|
| Title 1 Basic | 3010 | \$33,055.00 |
| Sup & Conc | 7090 | \$116,778.00 |
| EL | 7091 | \$19,812.00 |
| Grand Total | | \$169,645.00 |

| Domain Totals | Budget Totals |
|------------------|---------------|
| Academic | \$165,515.00 |
| Social/Emotional | \$4,130.00 |
| Grand Total | \$169,645.00 |

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 - Michiko English | X | | | | |
| 2. Chairperson - Lance Bessey | | X | | | |
| 3. Teacher- Melissa Cain | | X | | | |
| 4. Teacher- Gina Mastro | | X | | | |
| 5. Other Staff- Cari Lopez | | | X | | |
| 6. Fatima Taha- Parent | | | | X | |
| 7. Deega Mohamed-Parent | | | | X | |
| 8. Laura Sandoval-Community Member | | | | X | |
| 9. Lisa Schmidt-Parent | | | | X | |
| 10. Nick Ware-Parent | | | | X | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |
| X <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: Figarden 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 | Michiko English |  | 3-18-16 |
| SSC Chairperson | Lance Bessey |  | 3-30-16 |

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