


Robinson Elementary School

10621666006456

Principal's Name: Brian Wulf

Principal's Signature: 

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

Robinson Elementary

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : ▼

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	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	36/67	78.7 %
<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	36/67	20.87 %

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	62/68	42.86 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" 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	37/68	39.27 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	58/64	37.5 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	54/68	93.32 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	50/68	17.28 %
<input 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	40/68	32 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	39/67	12.5 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	28/67	60.91 %

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></p> <p><i>Robinson Elementary school will provide all students with high quality instruction and work towards a goal of every student advancing a minimum of 1 grade level per year in the areas of Math and ELA. This will be evident through data collected in the areas of “Culture of Learning” and consistent use of “Challenging Content.”</i></p> <p><i>Robinson Elementary School will implement reading comprehension strategies including: 9 Write Tools Active Reading Strategies, Close Reading, Making Thinking Visible, Assignments Matter, Essential Questioning, Challenging Content focused on high quality text, foundational skills being developed in service of reading comprehension and implementation of Common Formative Assessments. Students will demonstrate ownership for doing the thinking in the classroom.</i></p> <p><i>Robinson Elementary will implement a comprehensive RTI model designed to support K¹-6th grade students in the areas of reading foundational skills, reading comprehension, writing, math, homework/study skills support, and social emotional support to build perseverance and self-accountability in students. Students will receive support based on assessed needs.</i></p> <p><i>Teacher release time will be provided to TK and Kindergarten teacher to administer the KAIG assessment (Spring/Fall). This will allow for differentiated instruction according to students’ various levels.</i></p> <p><i>Technology will be purchased to support our goal of every student reading at or above grade level. This will include but not limited to computers, laptops, and online subscriptions.</i></p> <p><i>A teaching contract and classified contract will be implemented to provide afterschool support to students with D’s/F’s and/or who have been identified as being in need of social and emotional supports.</i></p>		
	<p><i>SQII Element: ELA SBAC Middle School Readiness</i></p>	<p><i>SQII Sub-element(s): 6142 – Students scoring not met or nearly met on ELA SBAC 6381 – EIIS Green Zone Rate</i></p>	<p><i>Site Growth Target: -15% growth in the area of ELA SBAC</i></p>

		<p>-26% growth in students moving from Yellow/Purple zone to green zone in EIIS</p>	<p>Classified Contract \$9647</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>	<p>Reasoning: <input checked="" type="checkbox"/> -Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>		
<p>Write a SMART Goal to address each data point:</p> <p>By June 2017, the number of students scoring standard not met or standard nearly met on the ELA SBAC will decrease from 78.7% to 60%.</p> <p>By June 2017 each class will demonstrate a 15% increase in students scoring at/above State Reading Level on DRP and meeting standards on the ELA interim assessment.</p> <p>By the end of quarter 1 the number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) will improve from 39.27% to 50%. This goal will be evaluated and updated quarterly with an expected increase of 5% each subsequent quarter. By June of 2017 it is expected that the EIIS green zone rate will be 65%.</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"> • AC's will plan common formative assessments and turn in assessment calendar to Principal. • AC's will collaboratively review data and plan RTI for students. • Systematic intervention groups will be formed with adjustments made minimally once per quarter. • ILT Meetings • Grade Level Common Formative Assessments (English Language Arts & Math) • DRP Assessments • Basic Phonics Skill Test (1st) • Interim Assessments ((Illuminate) • KAIG/BAS (Kindergarten) • BAS/Fluency (1st) • SQII Tool 	<p>Owner(s) Principal, TSA, AC Teams, Teaching Fellows, Resource Specialist</p>	<p>Timeline Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017 with emphasis on the following:</p> <p>Planning of formative assessments for 2016-2017 begins in May 2016. Expectation is common formative assessments given bi-weekly with emphasis on focus standards and are reviewed at the next scheduled AC meeting. Quarterly all staff</p>	

<ul style="list-style-type: none"> • <i>SBAC Assessment</i> • <i>AC's focused on reviewing student work samples, common formative assessment results and planning RTI based on student learning outcomes.</i> • <i>Commitment to bringing student work (writing) to Professional Learning Meetings and use a Common Protocol (rubric) to assess writing by grade level.</i> • <i>School writing protocol (Aligned with The Write Tools) providing a common writing structure for all students.</i> • <i>Student grades will be evaluated every 4 weeks to ensure growth and targeting of students with D's and/or F's</i> • <i>End-of-Unit Math Task Assessments</i> • <i>Interim Math Task progress monitoring developed by AC Teams & Instructional Coach</i> • <i>Illuminate Math/ELA Interim Assessments</i> • <i>AC Team and School Wide Analysis of SQII Indicators</i> 		<p><i>will engage in CCI process to evaluate student results and plan action steps to support students in meeting site goals.</i></p> <p><i>-Develop structure for identification of at-risk students, notification to parents, and structure of program Spring 2016</i> <i>-Begin program September 2016 targeting 4th-6th grade students.</i> <i>-Ongoing CCI with lead teachers.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Teachers will review each student's reading levels/scores during Parent/Teacher Conference in October</i> • <i>Parents will have access to the ATLAS Parent Portal and EduText.</i> • <i>Back to School Night</i> • <i>Quarterly Progress Reports</i> • <i>Quarterly Report Cards</i> • <i>Information will be printed in English and Spanish to explain the intervention program and be provided to parents.</i> • <i>Parent University</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Ongoing Professional Development and side-by-side learning with AC Teams and Administration around the use of the Text Complexity Rubric and Rating the DOK level of the TDQs within the planned instructional sequence</i> • <i>Ongoing Professional Development and side-by-side learning with AC Teams and Administration around challenging content in Mathematics with emphasis in the areas of Focus, Coherence, Rigor and development of school-wide approach to teaching/monitoring math fluency.</i> • <i>Professional development August 11th, November 7th & February 6th to support adoption and use of ELA/Math instructional materials.</i> • <i>Professional learning calendar will utilize 54 hours to provide staff training in the areas of challenging content elements 2.A/2.B, and 2.C of the Instructional Practice Guide in ELA and Math.</i> 		

- *Commitment to bringing student work (writing) at least once a month to AC Meetings and use a Common Protocol (rubric) to assess writing by grade level.*
- *Grade level planning and professional development times will be provided for teachers. This time will allow teachers to collaborate, co-plan, observe each other, develop assessments, and develop interventions.*
- *Teaching fellows will be utilized to provide in class support in 1st grade classes based on data obtained from BPST and pull out support for students identified as in need of Tier 3 intervention based on available data.*
- *Planning time will be provided to create, revise, and evaluate student data in relation to common grade level formative assessments.*
- *AC training on CCI process in relation to formative assessment data*
- *1st-3rd grade teachers will be provided license to I-Ready and 4th-6th Grade teachers will be provided with a license to Achieve3000 to support students in mastering of phonological awareness, phonics, high frequency words, vocabulary, comprehension of literature and informational texts, improving reading comprehension, finding evidence to support claims and improving student Lexile level to be able to read at or above grade level.*
- *AC Teams will use cognitive planning time to incorporate “Making Thinking Visible”, elements for ELA/Math unit/lesson development focusing on students ownership of learning (Instructional Planning Guide tenet 3)*
- *Supplemental Contracts or subs for Accountable Community teams’ Scope and Sequence planning, focusing on the four commitments and to design units of study and performance tasks that align with State Standards and incorporate scaffolds for academic language.*
- *Instructional Leadership Team planning day in summer of 2016.*

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

- *Instruction will begin with the utilization of FUSD adopted curriculum.*
- *Teachers will utilize the FUSD Scope and Sequence to align instruction with the Common Core State Standards.*
- *Increase the use of technology in support of digital literacy for students in alignment with the State Standards for Technology.*
- *Grades 1-6, an RTI model will be implemented during UA time as part of a daily schedule in addition to core instruction (Power Hour). Progress will be monitored by site identified formative and summative assessment quarterly.*
- *RSP and RSP aides will be utilized during the ELA block to provide targeted instruction on specific areas of student need.*
- *Students in grades 3 – 5 scoring significantly below grade level will participate in a minimum of 2 – 20 min. reading intervention sessions per week until DRP scores show they no longer qualify for the intervention services. The Resource Specialist will provide this support along with tutors contracted through Teaching Fellows.*
- *Student organization through purchase of agendas and appropriate materials and supplies.*
- *Students in 1st- 6th grade classes need regular access to a student computer with internet access.*
- *Purchase additional computers/tablets to provide equitable access to all students.*
- *Use of Achieve3000 for 4th-6th grade ELA intervention*
- *Use of GO Math digital lessons and individual student tutor for Math intervention.*
- *Intervention will be prescribed to students based on assessed needs utilizing BPST, BAS, KAIG, DRP, ELA/Math Interim Assessment, ELA/Math grades, and common grade level formative assessments.*

- Tutoring support from teacher and teaching fellows assigned to the program.

Specify additional targeted actions for EL students:

- EL students will also receive extra targeted instruction to support reading comprehension.
- The Certificated Tutor and teacher will use the Goal Setting Tools to guide instruction and intervention.
- Student DRP data chat and goal setting will be provided in the classrooms by teachers and for EL students by cert. tutor.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes to be used for professional learning, planning and data analysis of formative/ summative assessments and kindergarten pre-enrollment student assessments.	\$6,169
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				After school intervention teacher contract for academic support and classified staff contract for second step instruction.	\$9,647
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Kindergarten Teachers Summer Assessment of incoming students .	\$1,163
1	1	Sup & Conc	Instructional Library, Media & Technology	Books & Other Reference				Educational software Achieve3000 and I-Ready	\$21,740
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows - 3 people	\$18,500
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies: ELL, SPED, early learning and after school intervention.	\$670
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies: Office materials, student planners/agendas, parent	\$26,139

								handbooks, Office Max PO's, instructional supplies.		
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology- Repair/Replace teacher and student laptops, printers, projectors and other technology related items to support student learning and engagement.	\$12,941	
									Total	\$96,969

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> AC Teams will conduct school wide progress monitoring of high leverage EL standards during integrated ELD instruction. AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves. AC Teams will also plan instructional strategies around FUSD Commitment #1 for our EL students with a strong focus on student talk and task. Funds will be set aside for CELDT assessors.</p> <p>Robinson Elementary will implement a plan to ensure that students will move at least one level per year on the CELDT or be re-designated. A .4375 FTE Certificated Tutor will provide designated English Language Development for 30 minutes a day for all English Language Learners</p>		
	<p><i>SQII Element:</i> EL Re-designation</p>	<p><i>SQII Sub-element(s):</i> 5942 - Number and percentage of ELL students continuously enrolled for 5 years or more re-designated in the current year.</p>	<p><i>Site Growth Target:</i> 10%</p>
<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Action On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By June of 2017 English Language Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year will be greater than 85%.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Quarterly CELDT chats with EL students and set goals with the students • ELD standards in planning for language demands • CELDT data results • AC Teams disaggregated data DRP, KAIG, BPST, BAS and Interim ELA by EL subgroup • Monitor Re-designation rate throughout the year (Quarterly) • AC Teams to progress monitor high leverage EL Standards during Designated and Integrated ELD • AC Teams to progress monitor ELA standards during Integrated ELD • Collection of student work samples during classroom walkthroughs • AC Team and School Wide Analysis of SQII Indicators • Classroom Walkthrough Feedback 	<p><i>Owner(s)</i> Principal, TSA, Teachers, AC Teams and CT.</p>	<p><i>Timeline</i> -Students identified and learning goals established by end of August. -Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017 -Services start in September week of school -Student data reviewed after each assessment of DRP, Interim Assessments, CELDT and other TBD assessments.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Interpreters will be provided for parents at Parent Teacher Conferences • Teachers will review CELDT, DRP, and Interim scores with parents and students. • Utilize district Parent University and EL Services to support parents through parent workshops and ELAC meetings. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Training on how to interpret data results from the CELDT, DRP, BPST, BAS, Interim ELA/Math and common formative assessments. • EL Goal Setting Report to identify target students and their instructional needs. • Provide professional learning in the areas of designated and integrated ELD. • ELD Standards professional learning. • Teachers will also provide Integrated ELD throughout the instructional day across the subject areas. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>A .4375 FTE Certificated Tutor will provide designated English Language Development for 30 minutes a day for all English Language Learners.</p> <p>Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.</p>		

Specify additional targeted actions for EL students:

EL students qualifying for these intervention services will receive an additional 30 minutes of reading intervention each week targeted for EL's. TSA and Principal to support EL students and families through interpreting, outreach, home visits and related services.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	3	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2050		Certificated Tutor - ELL Services	\$20,046
2	3	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2385		Certificated Tutor - ELL Services	\$23,324
2	3	EL	Instruction	Materials & Supplies				Materials and Supplies ELD	\$441
2	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$1,000
Total									\$44,811

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 # 3	<p><i>Detail the action:</i></p> <p><i>Increase attendance and decrease tardy rate of all students. Robinson will provide a .4375 FTE Spanish speaking Home School Liaison to help facilitate parent involvement in education through the following methods resulting in a 10% decrease in current Chronic Absenteeism Rate.</i></p> <p><i>Implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement, parent use of support services and registration for edu-text.</i></p>		
<i>SQII Element: Chronic Absenteeism</i>	<i>SQII Sub-element(s): 5942 – Chronic Absenteeism Rate</i>	<i>Site Growth Target: EOY – 17.28% Target – 7%</i>	<i>Vendor (contracted services) Home School Liaison \$12,189</i>

		(Reduce by 10%)	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data	<input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point: At the conclusion of each quarter Robinson Elementary will maintain <10% rate in relation to the number and percentage of students who are chronically absent (attendance rate of 90% or less, 2014-2015 rate 17.28%) This goal will be reviewed quarterly.</p> <p>By June of 2017, the percentage of parents who respond “Agree” or “Strongly Agree” to “I feel respected at my child’s school” increase to 95% as measured by the Parent School Climate Survey.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) Progress will be monitored monthly through site attendance meetings.</p> <ul style="list-style-type: none"> • SQII Data • Weekly/Monthly ATLAS Attendance Reports • Teacher/Admin. monitoring of identified individual students • A2A monitoring tools • Goal 2 Data to show increased connection to school • Monthly attendance meetings • Daily Attendance Phone Calls • SEL Surveys • Evaluate responses on the parent, student, and family survey in the spring of 2016 Student survey results will reflect higher levels of “Agree” or “Strongly Agree.” • Monitor parent attendance at school functions and meetings. • Monitor parent registration of Edu-Text. • Monitor student EHS Yellow and Purple zones and ensure parents with students in those zones are invited to attend school information meetings and coordinated with available supports. • HSL to call and remind parents of A2A meetings on the night before • Meetings with specific students (upon parent approval) • Home Visitations when parents miss A2A Meetings 		<p>Owner(s) Attendance Clerk, TSA, Principal, Teachers, Home-School Liaison Monthly attendance Meetings Parent Meetings</p> <p>Office Clerk Weekly Attendance Reports</p>	<p>Timeline August 2016 – Parent information meeting, establishment of Attendance Meetings/ELAC/Coffee Hour Parent meeting calendar.</p> <p>September to June- Monthly COST meetings to review at-risk students, available resources, and coordinate additional services to ensure all students attend school at the Hoover Region goal of >95%.</p>

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

- *Parents are invited to attend A2A conferences in an effort to improve attendance and support parents.*
- *Principal, Office Assistant, and Teachers will make contact with families of students who are chronically absent or tardy to encourage improved attendance.*

Describe related professional learning:

Provide Teachers with strategies to help improve student attendance.

- *OLWEUS Anti-bullying*
- *Safe and Civil Anti-bullying and CHAMPS.*
- *Second Step Training*
- *Student Engagement (Goal 2) data (Principal, TSA, SCC Team)*
- *Quarterly Class Meeting Documentation (Principal, AC Teams)*
- *Climate and Culture Schools (STOIC Training)*
- *Professional development on available support services including school psychologist, on-site counselor, HSL, local organizations and Parent University.*
- *Teachers will receive updates and information regarding parent outreach efforts and calendars.*
- *Staff trainings and professional development meeting utilizing research from the book "Growth Mindset."*

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

- *Classroom teachers and Office Assistant will make a concerned call home when chronically absent students are not at school. When necessary, Office Assistant will be provided with extra time to make phone calls, parent contacts, and maintain documentation.*
- *Provide materials, resources, and incentives to implement a School-wide program to reduce tardies and absences in conjunction with the Kiwanis Club.*
- *The Principal and TSA will conduct home visits of chronically absent students ("Mobile Truancy Conference").*
- *Noon Time Sports will be coordinated by the TSA and the Noon Time Assistants during lunch recess.*
- *Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school in order to provide students opportunities to interact positively and make connections with their peers and with an adult mentor. Certificated and Classified staff will be offered extra pay contracts to organize and coordinate the after school clubs.*
- *The Safe & Civil Team will establish a school-wide PBIS (Positive Behavior Incentive System) through which students can earn incentives for exhibiting positive behavior and meeting behavior expectations in order to create a safe climate that is conducive to learning.*

Opportunities will be created for parent involvement:

- *School Site Council, ELAC meetings, Back to School, Open House, Parent University, Parent/Teacher Conferences, Childcare will be provided, Title I Parent Meeting, Music Programs, Awards Assemblies, PTA sponsored events, Coffee Hour*
- *Awards and incentives to encourage participation, attendance and foster school community spirit will be awarded.*
- *Food and refreshments for parent meetings*

- *Guest speakers and presenters*

Specify additional targeted actions for EL students:

- *El Students who make progress toward their annual goal and target, or who redesignate, will be rewarded through an incentive system in order to foster student motivation and non-cognitive skills such as stamina and perseverance.*
- *Bilingual HSL to provide support to EL students and Spanish speaking families and coordinate support services/parent education through interpreting, outreach, home visits, and related services.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$12,189
3	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				Counseling services - fee 2%	\$480
3	2	Title 1 Basic	Parent Participation	Materials & Supplies				Title 1 Parent Participation	\$1,000
3	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Home School Liaison - Local Mileage	\$300
3	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials, supplies, and food for parent communication, outreach, recognition and meetings	\$500
Total									\$14,469

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	Detail the action: Robinson Elementary will continue to implement a tiered level of response to behavior incidents. Robinson will use research components of Safe and Civil, Olweus, Class Meetings that Matter, Second Step and Growth Mindset					

<p><i>research to reduce suspension rates, office referrals, improve student attendance rates and decrease classroom disruptions resulting in an increase of time on task and academic improvements as measured by a decrease in D's and F's.</i></p> <p><i>Robinson will provide an on-site a counselor from Family Foundations 2 days a week to provide support to students with social emotional needs or exhibiting at-risk behaviors. All students who are suspended will participate in on-site counseling with the Family Foundations counselor and go through a restorative process.</i></p>			
<p>SQII Element:</p> <p><i>Suspension and Chronic Absent</i></p>	<p>SQII Sub-element(s):</p> <p><i>3684 – 1 suspension in previous semester and have not had a suspension in current semester.</i></p> <p><i>5942- Percentage of student who are chronically absent.</i></p>	<p>Site Growth Target:</p> <p><i>>20% from previous EOY</i></p>	<p>Vendor (contracted services)</p> <p><i>Family Foundations \$23940</i></p> <p><i>Second Step Classified</i></p> <p><i>Contract TBD</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By June of 2017 the number and percentage of TK-6th grade students who had at least 1 suspension incident in the previous quarter and not another suspension incident in a future quarter will increase from 37.5% to 57.5% as monitored through monthly COST meetings and review of suspension data. Students who are suspended will be connected to an intervention support service in the form of on-site counseling and/or second step social skills groups.</i></p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <p>Monitoring of data regarding:</p> <ul style="list-style-type: none"> • <i>SEL Survey results analysis (ALL)</i> • <i>Student Survey (ALL)</i> • <i>Staff Survey (ALL)</i> • <i>Monthly Suspension results analysis (SQII data for suspensions) (ALL)</i> • <i>Weekly referral rate by teacher analysis (Principal, TSA, SCC Team)</i> • <i>Staff survey results will reflect higher levels of classroom management training resulting in fewer report conflicts with students (ALL)</i> • <i>Student Engagement (Goal 2) data (Principal, TSA, SCC Team)</i> • <i>Quarterly Class Meeting Documentation (Principal, AC Teams)</i> • <i>Class Meetings, Second Step lesson logs (Principal, AC Teams)</i> • <i>Evidence of CHAMPS in classrooms and common areas (ALL)</i> • <i>Individual & Student Subgroup Monitoring</i> 		<p>Owner(s)</p> <p><i>Principal, TSA, Family Foundations Counselor, Teachers, and Safe and Civil Team</i></p>	<p>Timeline</p> <p><i>Review progress of students at monthly COST meetings.</i></p>

<ul style="list-style-type: none"> • <i>Student grades (D's and F's) and assessment scores (formative, DRP, Interim)</i> • <i>Atlas misbehavior & positive behavior entries</i> • <i>Growth Mindset implementation</i> • <i>Student Success Team Meetings</i> • <i>Student Behavior Plans and Informal Behavior Contracts</i> • <i>Student earning awards and positive recognition in the form of monthly Character/Academic Awards and Quarterly Character/Academic Awards.</i> 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parents to receive Parent Handbook that includes district rules and pertinent information regarding student behavior expectations.</i> • <i>Face to face meetings with identified students with attendance/behavior concerns held bi-weekly.</i> • <i>Readmit conferences from suspension.</i> • <i>Counseling service clinician will be in direct and consistent contact with parents.</i> • <i>Pre-suspension contracts</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Safe & Civil Schools (STOIC Training)</i> • <i>Restorative Practices Training</i> • <i>Continuous professional development on the importance of relational capacity and relationship building and restorative justice.</i> • <i>Social/Emotional Training for staff from Family Foundations Counseling Services.</i> • <i>Common expectations for student behavior in classrooms, common areas and playground.</i> • <i>Tiered levels of response to behavior.</i> • <i>Second Step</i> • <i>Class Meetings</i> • <i>Olweus</i> • <i>Safe and Civil team to conduct quarterly meetings, attend professional learning opportunities and then present new learning and meeting outcomes to staff.</i> • <i>Training of NTA's on research based student supervision and student interaction practices.</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>Family Foundations Counseling Services will provide counseling services to both parents and students for 14 hours per week.</i> • <i>All grade levels will implement weekly classroom meetings focusing on Self-Management.</i> • <i>Peer mediation system will be implemented; peer mediators will be trained for grades 4-6.</i> • <i>All students will receive continued effective implementation of CHAMPS, STOIC, Second Step, Class Meetings, Olweus, and Growth Mindset research to support positive behavior/campus culture and atmosphere.</i> 		

- Positive incentives to promote social responsibility and recognize students for exhibiting school Character Counts traits
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture.

Specify additional targeted actions for EL students:

Awards/incentives for EL students who demonstrate growth on SBAC, CELDT, and DRP.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Family Foundations Counseling	\$23,940
								Total	\$23,940

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p>Detail the action: Create diversity in opportunities for students to engage in Goal 2 activities.</p> <p>Robinson Elementary will implement quarterly school-wide incentives and awards to support student growth in academic areas of reading, writing, and math and foster a positive school community.</p>		
SQII Element: Student Engagement	SQII Sub-element(s): 2080 - Overall Student participation		Site Growth Target: 95% Vendor (contracted services)
<input type="checkbox"/> New <input checked="" type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		
<p>Write a SMART Goal to address each data point: By the end of the end of the first semester 50% of all students will be engaged in a goal 2 activity. By the conclusion of the second semester 95% of all students will be engaged in at least 1 Goal 2 activity. Progress will be monitored quarterly to evaluate student connectedness and plan goal 2 engagement opportunities that interest and meet the needs of students.</p> <p>By the conclusion of September 2016 the Robinson Safe and Civil team will have implemented a comprehensive approach to recognize the achievements of students in the areas of reading, writing, math, co-curricular activities and character counts. This will be monitored through tracking of students who have received awards, feedback on SEL surveys, and attendance/suspension rates.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>SQII Goal 2 Priority Indicators to be reviewed on a quarterly basis.</i> • <i>SEL Survey Data</i> • <i>Parent attendance at school functions documented through sign-in sheets.</i> 	<p><i>Owner(s)</i> Principal TSA Coaches Club Leaders Parents PTA</p>	<p><i>Timeline</i> -Quarterly awards -Quarterly monitoring of Goal 2 engagement</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 encouraged to attend award assemblies, concerts, winter program and other special events throughout the year.</i> • <i>Parent volunteers will be recruited to assist with coordination of special school events such as the School Carnival, PTA Events, Field Trips, and Assisting with Volunteering in the classroom.</i> • <i>Parents will be informed about Goal 2 engagement opportunities.</i> • <i>Parents will be invited to attend school recognition assemblies.</i> • <i>Monthly coffee hour to provide support for families, build community relationships and connect parents/students with engagement opportunities.</i> • <i>Home school liaison to provide communication to parents in English and Spanish.</i> • <i>Parent/Teacher conferences to be scheduled at conclusion of 1st quarter.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Staff collaboration to determine electives and Goal 2 engagements offered.</i> • <i>Teachers will receive updates and information regarding parent outreach efforts and calendars.</i> • <i>Review procedures for Atlas documentation of Goal 2 engagements, positive behaviors and study trips.</i> • <i>Review Goal 2 Student Engagement participation (from Atlas reports) each semester with staff.</i> • <i>NTAs and Coaches will be trained on the concept and logistics of Noon-Time Sports.</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>Goal 2 Activities to encourage school involvement: Co-curricular activities (Goal 2) in the areas of art, performing arts, academics, athletics, safety, promoting positive campus culture, assemblies, rallies, intramural sports, and other related activities.</i> • <i>Class competitions aligned to academic and/or character goals.</i> • <i>Teaching Fellows to provide lunch time activities and supports to students.</i> • <i>Creation of contracts for staff and/or community members to provide lunch time and/or afterschool activities for students in the areas of sports, arts, music, dance and academic clubs.</i> • <i>On-site counseling services to provide social-emotional support for select students as needed and referred.</i> • <i>Materials and supplies including but not limited to sports equipment, uniforms, t-shirts, art supplies, school supplies, student incentives, awards and other items necessary to facilitate meaningful and engaging student Goal 2 opportunities..</i> 		

*Specify additional targeted actions for EL students:
EL and SPED students will be especially encouraged to participate in extracurricular activities.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Attendance & Social Work Services	Materials & Supplies				Assemblies, attendance/academic incentives, positive recognition and Goal 2.	\$5,000
5	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for Goal 2 engagements and educational study trips.	\$1,000
Total									\$6,000

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 # 6	<p><i>Detail the action:</i> Robinson Elementary will develop and implement math instruction directly tied to the state standards focusing on the 8 mathematical practices for all students, as well as a tiered level of academic intervention support in math based on an analysis of student achievement data. Professional learning will emphasize conceptual understanding and application for all grade levels. AC Teams will plan instruction around the end of unit common assignment along with interim math tasks and assessments for progress monitoring.</p> <ul style="list-style-type: none"> • 3rd-6th students identified through multiple measures to include SBAC, Illuminate, and Common Formative Assessments. • Before or after school Homework Club enrollment. 		
	<p><i>SQII Element:</i> Math SBAC 6160 Number and Percentage of students scoring Standard Not Met or Standard Nearly Met on the Math SBAC.</p>	<p><i>SQII Sub-element(s):</i> 1 – Standard Not Met/ Nearly Met</p>	<p><i>Site Growth Target:</i> EOY – 84.35% Target – 74.35% (Reduce by 10%)</p>
<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	
<p><i>Write a SMART Goal to address each data point:</i></p>			

<p><i>By June 2017, SBAC Math administration will show at least a 10% reduction in the number and percentage of students scoring Standard Not Met or Standard Nearly met.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>End-of-Unit Math Task Assessments</i> <i>Interim Math Task progress monitoring developed by AC Teams & Instructional Coach</i> <i>Illuminate Math Interim Assessments</i> <i>AC Team and School Wide Analysis of SQII Indicators</i> 	<p><i>Owner(s)</i></p> <p><i>TSA/Principal/AC Teams/Teachers/Site Coach/Tutors</i></p>	<p><i>Timeline:</i></p> <p><i>Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Each teacher will specifically review each student’s math grades and scores at the fall parent conference.</i> <i>The school will also host quarterly parent workshops during the fall and spring semesters. The purpose of the workshops will be to inform parents of their students’ math grades, progress, and BBF status to provide parents with adequate materials and tools to encourage home practice toward meeting quarterly math goals.</i> 		
<p><i>Describe related professional learning:</i> <i>Staff collaboration during accountable communities. PL dedicated to math intervention</i></p> <ul style="list-style-type: none"> <i>Math & ELA Scope & Sequence Planning Professional Learning</i> <i>Math & ELA CCSS District Training</i> <i>Teachers will be provided with continuous professional development around the 4 instructional commitments of Principle 1 in order to continue to improve practices according to the CCI model.</i> <i>Teachers will engage in continued professional development around math instruction with an emphasis on conceptual learning and application for grades Pre-K – 6th.</i> <i>AC Teams will plan instruction around an end-of-unit math task, along with interim math tasks and assessments for progress monitoring.</i> <i>AC Teams will also plan math instruction to incorporate the flipped model of gradual release, student discourse, real world applications through word problems, and aligned to the math task and quarterly focus standards.</i> <i>Teachers will be provided with release time to be able to observe for evidence of the 4 instructional commitments within their grade levels and across grade levels through a non-judgmental approach in order to provide feedback for professional development.</i> <i>Professional development August 11th, November 7th & February 6th to support adoption and use of ELA/Math instructional materials</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>3rd-6th grade students receiving Ds or Fs in math will qualify for participation in the math intervention</i> 		

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

Robinson - 0380

ON-SITE ALLOCATION

3010	Title I	\$38,579 *
7090	LCFF Supplemental & Concentration	\$122,845
7091	LCFF for English Learners	\$24,765
TOTAL 2016/17 ON-SITE ALLOCATION		\$186,189

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$839
Remaining Title I funds are at the discretion of the School Site Council	\$37,740
Total Title I Allocation	\$38,579

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 0380 Robinson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies: ELL, SPED, early learning and after school intervention.	670.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes to be used for professional learning, planning and data analysis of formative/ summative assessments and kindergarten pre-enrollment student assessments.	6,169.00
1	1	Sup & Conc	Instruction	Teacher-Supp			After school intervention teacher contract for academic support and classified staff contract for second step instruction.	9,647.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Kindergarten Teachers Summer Assessment of in-coming students .	1,163.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Office materials, student planners/agendas, parent handbooks, Office Max PO's, instructional supplies.	26,139.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology- Repair/Replace teacher and student laptops, printers, projectors and other technology related items to support student learning and engagement.	12,941.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows - 3 people	18,500.00
1	1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			: Educational software Achieve3000 and I-Ready	21,740.00
2	3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.205	Certificated Tutor - ELL Services	20,046.00
2	3	EL	Instruction	Teacher-Regu	Tutor	0.239	Certificated Tutor - ELL Services	23,324.00
2	3	EL	Instruction	Mat & Supp			Materials and Supplies ELD	441.00
2	3	EL	Instruction	Direct-Other			CELDT Assessors	1,000.00
3	2	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 Parent Participation	1,000.00
3	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			Counseling services - fee 2%	480.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		12,189.00
3	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home School Liaison - Local Mileage	300.00
3	2	Sup & Conc	Parent Participation	Mat & Supp			Materials, supplies, and food for parent communication, outreach, recognition and meetings	500.00
4	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Family Foundations Counseling	23,940.00
5	3	Sup & Conc	Instruction	Direct Trans			: Transportation for Goal 2 engagements and educational study trips.	1,000.00
5	3	Sup & Conc	Attendance & Social Work Service	Mat & Supp			: Assemblies, attendance/academic incentives, positive recognition and Goal 2.	5,000.00

\$186,189.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,579.00
Sup & Conc	7090	\$122,845.00
EL	7091	\$24,765.00
Grand Total		\$186,189.00

Domain Totals	Budget Totals
Academic	\$96,969.00
Culture & Climate	\$50,811.00
Social/Emotional	\$38,409.00
Grand Total	\$186,189.00

E.1. Assurances



<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Brian Wulf	X				
2. Chairperson - James Bergen				X	
3. Monica Hernandez				X	
4. Geri King		X			
5. Laurie Hiebert		X			
6. Karen Meehan		X			
7. Arely Romero			X		
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
X ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Brian Wulf		3-30-2016
SSC Chairperson	James Bergen		4-5-2016

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