

The Single Plan for Student Achievement



School: McKinley Elementary School
CDS Code: 43-69450-6047245
District: Franklin-McKinley Elementary School District
Principal: Aurora Garcia (Julie Aguirre AP)
Revision Date: May 5, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Aurora Garcia
Position: Principal
Phone Number: (408) 283-6350
Address: 651 Macredes Avenue
San Jose CA, 95116
E-mail Address: aurora.garcia@fmsd.org

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School Vision and Mission

McKinley Elementary School's Vision and Mission Statements

VISION: We are a community of educators focused on ensuring the academic success and preparation of our diverse learners by cultivating curiosity, confidence, and critical thinking in our students.

The staff is committed to providing direct instruction of academic vocabulary in all content areas to enhance students' abilities to access grade level text. The staff is also committed to providing purposeful opportunities for students to engage in structured, oral language practice so that students can express themselves effectively.

In order to provide this instruction to students, teachers work in Professional Learning Communities to identify essential learnings, determine curriculum adjustments, develop and reflect on common formative assessments, and select key academic vocabulary. Teachers in kindergarten through third grade use the research-based instructional strategies identified by the Sobrato Foundation through their training in the Sobrato Early Academic Language (SEAL) program to support students' background knowledge in content areas.

Envision Future

Envision Future of Franklin-McKinley Elementary School District

Franklin-McKinley School District promotes high aspirations for all students and staff. We successfully achieve a multiple range of student outcomes, which include learning how to learn, respecting individual and cultural diversity and preparing all students for a knowledge-based world.

Motto/Purpose

"Preparing all children as global learners"

Student Focus | Partnership | Integrity | Respect | Innovation | Teamwork

The Franklin-McKinley School District will ensure that all 8th grade student graduates have the skills and knowledge to be ready for a college preparatory curriculum in high school. They will all have the ability to pursue a program preparing them for university and/or careers and lifelong learning.

Core Values:

Student Focus

We are committed to cultivating the unique potential of every child.

Partnership

We foster strong parent, school and community partnerships.

Integrity

We embrace truth and honesty in every personal interaction throughout the District.

Respect

We embrace and celebrate our diversity and individuality.

Innovation

We provide an environment that encourages new ideas and strategies.

Teamwork

We are focused on results and committed to collegiality and professionalism.

Envision Future of McKinley Elementary School

McKinley Elementary School will ensure that all 6th grade students have the skills and knowledge to be ready for middle school. They will all have the abilities needed to enroll in on-level courses that will prepare them for high school.

School Profile

McKinley School is located in the southeast section of San Jose in the Franklin-McKinley School District. McKinley School is a neighborhood school with 450 students, including a Pre-K and K Autism program. Eighty-seven percent of the students are on free/reduced lunch program. Out of the 450 students 418 are English Learners, 89% speak Spanish, 4% Vietnamese, and 7% a mixture of other languages. McKinley Elementary is one of 16 schools in the Franklin-McKinley School District.

McKinley Elementary School is committed to developing rigorous academic instruction for all students in grades Pre-K through 6th grade; which includes a model Pre-K/K Autism Program. The school offers many unique opportunities for students, teachers, parents, and our community through partnerships with San Jose State University, CommUniverCity, United Methodist Church of Los Gatos, Raising a Reader, and Partners in School Innovation.

Teachers at McKinley collaborate in grade level Professional Learning Communities to plan standards-based lessons, create and analyze common formative assessments, and adjust curriculum and instruction to meet students' needs. The school uses Thinking Maps © as a tool to develop the students' cognitive skills as well as their ability to organize information. Kindergarten through third grade use research-based instructional strategies to develop students' background knowledge through the SEAL program. Intervention programs will be established with the goal of meeting the needs of individual learners who are not meeting grade level expectations in literacy.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Family feedback via district surveys

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited weekly by the principal, assistant principal, instructional coaches, and Partners in School Innovation. Instructional data is collected across grade level teams, as well as for individual teachers, in order to help teachers improve their practice. Data is collected by the principal and assistant principal using the ICLE rubric to support individual teachers and to identify grade level and school trends. Grade level and school trends are shared with the Instructional Leadership Team (ILT). The Curriculum Support Specialist (CSS) provides Professional Learning Communities with grade level feedback in order to spark conversations about how to increase the rigor and relevance of instruction. The CSS also provides feedback to individual teachers upon request. The SEAL TOSA supports kindergarten through third grade by providing individual feedback on the implementation of SEAL instructional strategies.

Based on the McKinley Elementary Theory of Action, four focus areas have been identified on the ICLE rubric: Meaningful Work, Verbal Participation, Oral Extended Student Responses, and High Level Thinking. The ILT has set a goal that by the end of Cycle Three all classrooms will be Developing or higher on the ICLE rubric. Classroom observation data reveals that as of the start of Cycle Three.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers use local assessments (RenaissanceSTAR Early Literacy, Reading, and Math; Developmental Reading Assessment (DRA); district writing assessments) as well as state assessments (CAASPP Interim and Summative Assessments, CELDT) to inform their instruction and offer after school interventions to students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use data collected from state and local assessments, as well as curriculum embedded assessments and teacher-developed common formative assessments, to modify instruction to meet students' needs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered Highly Qualified and have the proper teaching credential for California.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to the appropriate instructional materials for their grade level.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff Professional Development is based upon data related to identified student needs and is ongoing throughout the year.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional development for teachers is ongoing and based on increasing familiarity with the Common Core State Standards (including: ELA, mathematics, ELA/ELD Framework), developing rigor and relevance of instruction, and improving continuity across the grade level. K-3 teachers receive support in implementing the instructional strategies associated with the Sobrato Early Academic Language program.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration is scheduled for a minimum of once a week. During this time, Professional Learning Communities plan for instruction, develop assessments, analyze data, and adjust upcoming instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District Curriculum is aligned with CCSS standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

McKinley School adheres to the recommended Instructional Minutes for Reading/Language Arts and Mathematics for K-8.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

McKinley teachers strive to meet student needs and adjust the pacing schedule appropriately.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based materials are available and appropriate for all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

McKinley teachers use SBE-adopted, standards-aligned instructional and intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention & regrouping for under-performing students is available as well as after school intervention.

14. Research-based educational practices to raise student achievement

Teachers are trained to use research based practices in order to engage students and raise their achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Catholic Charities.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, English Language Advisory Committee, Cafecitos, La Placita, Campeonas

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Interventions provided to students during and after school. Instructional materials, technology, consultants and resource staff.

18. Fiscal support (EPC)

Title I, Title III, EIA and ASES.

Description of Barriers and Related School Goals

Barriers at McKinley School include high mobility, many students with low socio-economic status based on free and reduced lunch, and students with no previous educational experience (i.e. preschool). Language barriers include students with a home language other than English, students who are not fluent in their home language, as well as many teachers and staff who speak English only.

Related goals include: building students' academic English vocabulary, expanding background knowledge to support their understanding of the language, and providing structured opportunities for conversation so students can develop their language skills.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	61	60	98.4	60	2350.4	5	12	20	63
Grade 4	70	69	98.6	69	2399.1	7	16	16	61
Grade 5	40	39	97.5	39	2448.4	3	31	13	54
Grade 6	61	57	93.4	57	2491.7	5	23	40	32
All Grades	232	225	97.0	225		5	19	23	53

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	5	25	70	8	30	62	2	63	35	3	33	63
Grade 4	7	28	65	10	42	48	4	51	45	7	52	41
Grade 5	3	46	51	13	44	44	3	64	33	15	46	38
Grade 6	7	49	44	7	61	32	7	65	28	21	53	26
All Grades	6	36	59	9	44	47	4	60	36	11	46	43

Conclusions based on this data:

1. Based on 76% of students tested scoring at Standard Nearly Met or Standard Not Met, the majority of students in third through sixth grade are below grade level.
2. Based on the number of third grade students Above Standard and At or Near Standard, students are entering third grade below grade level.
3. Based on the number of students scoring At or Near Standard and Below Standard, 59% of students cannot demonstrate understanding of literary and non-fictional texts.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	61	61	100.0	61	2381.8	5	11	31	52
Grade 4	70	70	100.0	70	2417.7	6	10	31	53
Grade 5	40	40	100.0	40	2438.6	5	8	30	58
Grade 6	61	59	96.7	58	2464.7	0	10	37	51
All Grades	232	230	99.1	229		4	10	33	53

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	8	31	61	10	33	57	8	44	48
Grade 4	11	23	66	9	29	63	6	29	66
Grade 5	8	20	73	8	30	63	3	40	58
Grade 6	5	34	60	2	38	60	2	50	48
All Grades	8	28	64	7	32	61	5	40	55

Conclusions based on this data:

1. Based on 86% of students tested scoring at Standard Nearly Met or Standard Not Met, the majority of students in third through sixth grade are below grade level.
2. Based on the number of third grade students Above Standard and At or Near Standard, students are entering third grade below grade level.
3. Based on the number of students scoring At or Near Standard and Below Standard, 92% of students cannot apply mathematical concepts and procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	20	2	40	2	40	5
1	1	2	12	22	28	51	13	24	1	2	55
2	2	4	5	10	20	40	18	36	5	10	50
3	3	5	11	20	23	41	12	21	7	13	56
4	1	2	6	13	25	54	12	26	2	4	46
5			8	33	10	42	4	17	2	8	24
6			6	25	13	54	4	17	1	4	24
Total	7	3	48	18	120	46	65	25	20	8	260

Conclusions based on this data:

1. The majority of ELs are in first through third grade. The number of ELs begins declining in fourth grade.
2. There are 14 students in fifth and sixth grade who may be at risk for becoming long term English learners.
3. There are 7 students approaching readiness for reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	1	13	17	24	32	37	49	75
1	1	2	12	21	28	50	13	23	2	4	56
2	2	4	5	10	21	40	18	35	6	12	52
3	3	5	11	18	23	38	12	20	12	20	61
4	1	2	6	13	25	52	12	25	4	8	48
5			8	30	10	37	5	19	4	15	27
6	1	4	7	25	13	46	4	14	3	11	28
Total	8	2	50	14	133	38	88	25	68	20	347

Conclusions based on this data:

1. 191 students are approaching readiness for reclassification
2. More than half of the students are at risk for becoming long term English learners

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	304	269	260
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	304	269	260
Number Met	174	130	123
Percent Met	57.2%	48.3%	47.3%
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	291	74	282	68	289	47
Number Met	41	25	39	25	40	14
Percent Met	14.1%	33.8%	13.8%	36.8%	13.8%	29.8%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. Although we missed our annual yearly target we made significant gains with our AMAO 1 students.
2. Although we missed our annual yearly target we made significant gains with our AMAO 2 students.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	4,383	3910	3,589
Percent with Prior Year Data	100.0	100.0	99.9
Number in Cohort	4,381	3910	3,584
Number Met	2,446	2234	2,099
Percent Met	55.8	57.1	58.6
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3,926	1,344	3535	1220	3,338	1,048
Number Met	1,020	525	783	480	791	461
Percent Met	26.0	39.1	22.1	39.3	23.7	44.0
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. To be populated after CDE release in October 2013.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Outcomes
LEA GOAL:
Ensure that all students meet grade level standards in literacy and mathematics
SCHOOL GOAL #1:
By June 2017, McKinley School will meet or exceed district and school assessment goals in literacy and mathematics. (i.e. RenaissanceSTAR Early Literacy, Reading, and Math; K-3 Developmental Reading Assessment (DRA); District Writing Assessments; 3-6 CAASPP Interim and Summative Assessments; Common Formative Assessments)
Data Used to Form this Goal:
<ol style="list-style-type: none">1. RenaissanceSTAR (K-6 District)2. Developmental Reading Assessment (K-3 Site)3. Writing Assessment (K-6 District)4. CAASPP Interim and Summative Assessments (3-6 District/State)5. Common Formative Assessments (K-6 Site)
Findings from the Analysis of this Data:
<p>For our kindergarten and first grade students, RenaissanceSTAR Early Literacy mid-year report shows 32% of the students are on track to be reading at grade level by the end of the year. The reported Developmental Reading Assessment (DRA) data for Trimester 2 shows that 53% of kindergarten through second grade students are on track to be reading at grade level by the end of the year.</p> <p>Based on the RenaissanceSTAR Reading IRL data, the majority of our students are one to two years below grade level in reading. The RenaissanceSTAR Reading SGP data shows that the majority of our students are making adequate growth; however, they are not accelerating enough to reach grade level in one school year.</p>

How the School will Evaluate the Progress of this Goal:

Teachers will use the ROCI cycle to collaborate regularly on which standards to teach, effective instructional strategies, common formative assessments, and reflection on student data. Teachers will adjust instruction and develop interventions to meet students' needs.

Teachers will be released for the purpose of reflecting on their effectiveness as a Professional Learning Community and establishing cycle goals, as well as designing and adjusting six week unit plans

Teachers will be released for instructional rounds. This will be an opportunity for teachers to visit each others classrooms and practice using the ICLE rubric with the purpose of improving instructional planning and practice.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

basis to engage in Results Oriented Cycle of Inquiry (ROCI) to set goals, reflect, and adjust.

Teacher Release Days for Professional Development Include (but are not limited to):	1000-1999: Certificated Personnel Salaries	Title I	4168
<ul style="list-style-type: none"> • SEAL PD & Planning • Instructional Rounds • Thinking Maps • Writing • Reading • PLC Development 			

Teachers in grades K-3 (including K SPED) will receive PD in the SEAL program nine times during the year for a full day.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10000
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Teacher in grades 4th-6th will be released for PD	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3500
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The ILT and classroom teachers (including SPED) will be released to conduct classroom visits for the purpose of gathering data on instructional trends (ICLE)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	750
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ILT will be released to attend the ILT Network	1000-1999: Certificated	LCFF Supplemental	750
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Intervention	August 2016 to June 2017	Principal Teachers Curriculum Support Specialist SEAL TOSA	Teachers will provide intervention for students who are not meeting grade level standards.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7321
			Licensing agreement - Accelerated Reader	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1800
Copy Machine lease agreement	August 2016 to June 20167	Principal Teacher	Equipment maintenance and lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	9000
			Rental & Repairs	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	5500
Instructional materials	August 2016 to June 2017	Principal Curriculum Support Specialist SEAL TOSA Teachers	Purchase instructional materials to enhance teachers' instruction	4000-4999: Books And Supplies	LCFF Supplemental	17479
			Purchase instructional materials to enhance teachers' instruction	4000-4999: Books And Supplies	LCFF Concentration	4322
			Purchase instructional materials for the SEAL program	4000-4999: Books And Supplies	LCFF Supplemental	5069
			Purchase instructional materials to enhance teachers' instruction	4000-4999: Books And Supplies	Title I	6087

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire .25 SEAL TOSA	August 2016 to June 2017	SEAL TOSA	Organization, coaching, attend PD, and provide information and support staff in the SEAL program (including K SPED)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7698
			Organization, coaching, attend PD, and provide information and support staff in the SEAL program (including K SPED)	1000-1999: Certificated Personnel Salaries	Title I	13685
Provide a SEAL Summer Bridge Program for K-3	June 2017	Principal Teachers SEAL TOSA	To hire K-3 teachers to provide Summer Bridge Program to students in K-3 - District Funded			
Purchase and replace broken/old technology	August 2016 to June 2017	Principal Site Tech Teachers	Purchase and replace broken/old technology in order to provide students with state of the art equipment and develop the skills for the 21st century	4000-4999: Books And Supplies	LCFF Supplemental	10000
Extra hours for the media aide	August 2016 to June 2017	Media Aide	Extra hours for preparing for the start of the school year to ensure access to materials and supplemental materials			
Printable Resources	August 2016 to June 2017	Principal CSS Teachers	Copy reproducible materials, such as homework packets and other materials	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	4000
CELDT Testing	August 2016 to June 2017	Retired Teachers CSS	Hire teachers to administer CELDT	1000-1999: Certificated Personnel Salaries	LCFF Concentration	3613

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CELDT Coordination	August 2016 to June 2017	District Principal CSS	CSS will oversee and coordinate testing with the district team			
Science Camp	August 2016 to June 2017	6th Grade Teachers Principal	Students in 6th grade will participate in a four day science camp experience to enrich and provide access to a full course of study.	5700-5799: Transfers Of Direct Costs	Title I	4400
Site Technician	August 2016 to June 2017	Principal Site Technician	A stipend for a site based technician to support computer based testing	1000-1999: Certificated Personnel Salaries	LCFF Concentration	500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions For Learning
LEA GOAL:
Ensure all students have access to highly qualified teachers and a standards-aligned curriculum. All facilities will be well-maintained and in good repair.
SCHOOL GOAL #2:
Teachers will maintain the criteria of "highly qualified" through professional development in the following areas: SEAL (K-3), Thinking Maps (K-6), EngageNY Math (K-5), College Preparatory Mathematics (6th), Expeditionary Learning ELA pilot (3-5), ICLE Rigor and Relevance (K-6) Standards-aligned curriculum includes: Reading Street ELA (K-2, 6), Expeditionary Learning ELA (3-5), EngageNY Math (K-5), College Preparatory Mathematics (6th) Facilities will be maintained in accordance with Williams requirements.
Data Used to Form this Goal:
Records of teachers previous trainings (in the form of agendas and sign-in sheets) show a need for continued professional development around the transition to Common Core State Standards as well as training on the new district adopted curriculum. Facilities data is kept in the form of reports by the custodian. Parent concerns around maintenance are documented in the office.
Findings from the Analysis of this Data:
Teacher professional development identified based on the transition to Common Core State Standards and the new district adopted curriculum. A monthly facilities report is submitted to the district to report any concerns around lack of maintenance.
How the School will Evaluate the Progress of this Goal:
Teacher professional development and standards-based curriculum will be evaluated through classroom visits and student performance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Collaboration	August 2016-June 2017	Principal AP CSS SEAL TOSA Teachers	Teachers will meet at least weekly with their PLCs to collaborate and participate in the ROCI cycle			
SEAL Collaboration and Unit Development	August 2016-June 2017	Principal SEAL TOSA Teachers	K-3 teachers will meet weekly during district provided PE release time with the SEAL TOSA to collaborate and develop their skills with respect to SEAL			
ICLE Data Collection through Classroom Visits	August 2016-June 2017	Principal AP CSS SEAL TOSA	Weekly classroom visits will be conducted to collect ICLE data around focus areas identified by the ILT			
Custodial Inspection of Facilities	August 2016-June 2017	Principal AP Custodian	Custodian will conduct daily and weekly site inspections to identify areas of needed repair. Custodian will repair areas as needed or complete work orders for maintenance.			
Professional Development	August 2016-June 2017	Principal AP CSS SEAL TOSA Teachers	Professional development will be provided by the CSS in areas identified by Ed. Services Professional development will be provided by site staff in identified areas of need			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Health Supplies	August 2016-June 2017	Principal Office Staff	Health supplies will be purchased to address students' needs	4000-4999: Books And Supplies	LCFF Supplemental	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Engagement
LEA GOAL:
Increase number of stakeholders who feel connected and safe at school. Increase the variety of strategies for parents to better support their child to be successful in school.
SCHOOL GOAL #3:
Students will feel safe and connected at school through implementation of the Positive Behavior Intervention & Support (PBIS/BEST) program and Little Heroes youth program. Staff will feel safe and connected at school through safety drills and trainings as well as familiarity with the school safety plan. Develop a Parent-Teacher Organization (PTO). Parents will feel safe and connected at school through participating in safety drills as well as parent meetings and organizations including: Cafecitos, La Placita, School Site Council, English Language Advisory Committee, Salud Familiar, and PTO. Community will feel welcome and connected to the school through volunteer opportunities and community events including: Pulgas, Safe and Green Halloween, Family Craft Night, Health Fair, Second Harvest Food Bank, and Junior Olympics.
Data Used to Form this Goal:
Student designed surveys, school surveys, district surveys Office referral, suspension, and expulsion data
Findings from the Analysis of this Data:
Students feel safer at school than they do in the neighborhood. Having a structured recess/lunch program has reduced referrals; however, the program was not fully implemented this year. For the next school year, the organization will provide a full program including multiple components to build leadership skills among the students and provide after school mentor opportunities.

How the School will Evaluate the Progress of this Goal:

Reduction of office referrals, suspensions, and expulsions.
 Survey data reporting stakeholders feeling safe at school and connected to the school community.
 Tracking the number of students participating in leadership training and mentor program.
 Teachers report more instructional time directly following recesses.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The purchase of student incentives for Awards Assemblies	August 2016 to June 2017	Principal CSS Teachers	Certificates Trophies Decals Tiger Tickets	4000-4999: Books And Supplies	LCFF Supplemental	1000
Babysitting	August 2016 to June 2017	Principal	Babysitting for School Site Council	2000-2999: Classified Personnel Salaries	Title I	467
Translators	August 2016 to June 2017	Principal	Translators for School Site Council	2000-2999: Classified Personnel Salaries	Title I	500
Supplies	August 2016 to June 2017	Principal	Supplies will be purchased for School Site Council meetings	4000-4999: Books And Supplies	Title I	100
Secretaries	August 2016 to June 2017	Secretaries	Additional time will be allocated for organizing and distributing information for the parents and community	2000-2999: Classified Personnel Salaries	Title I	
Contract Little Heroes	August 2016 to June 2017	Little Heroes Principal	Contract Little Heroes to assist in improving campus safety and climate	5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	26000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Assistant	August 2016 to June 2017	Principal AP Community Assistant	To provide ongoing parent engagement opportunities and connect parents and students to resources (including SPED)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	7762
			To provide ongoing parent engagement opportunities and connect parents and students to resources (including SPED)	2000-2999: Classified Personnel Salaries	Title I	16495
Postage	August 2016-June 2017	Principal	Postage will be purchased for communication with the community through the FMSD Mailing Machine	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	500

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pupil Outcomes
SCHOOL GOAL #1:
Ensure that all students meet grade level standards in literacy and mathematics

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support to ensure monitoring and process of Re-Classification of English Learners and implementation of CELDT process.	July 1, 2016 to June 30, 2017	Director of State and Federal Programs and Assessment	Assessment and Reclassification of English Learners	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4848.79
Provide intervention teachers to support middle school at risk readers and summer school needs.	July 1, 2015 to June 30, 2016	Director of Curriculum and Instruction	Provide intervention teachers for identified students.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7586.95
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4785.98
Teacher on Special Assignment (TOSA) will provide support to school sites regarding data and assessment.	July 1, 2015 to June 30, 2016	Director of State and Federal Programs and Assessment	Teacher on Special Assignment to Support Assessment and Program Evaluation	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6729.20
Adjunct staff (retired teacher) will provide support for school sites regarding SARC, Renaissance STAR assessments, instructional minutes, and other software systems as needed.	July 1, 2016 to June 30, 2017	Director of State and Federal Programs and Assessment	Technological Support for Assessment and Program Evaluation- Bob Wallingford	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	484.88
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	454.17

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and replace instructional materials for specific sub groups to include: Newcomer EL, EL, Special Education, At Risk Readers, and core curriculum as needed.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Curriculum Replacement (PE, ELD, TK-K, Reading Intervention)	4000-4999: Books And Supplies	LCFF Supplemental	31395.90
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	590.42
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	11354.33
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1135.43
Provide support for GATE programming for identified students.	July 1, 2015 to June 30, 2016	Director of Curriculum and Instruction	Resource Materials GATE (Gifted Students)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	242.44
Instructional Technology staff will support school site implementation of instructional technology.	July 1, 2016 to June 30, 2017	Director of Instructional Technology	Technology Updates to Support Instruction (Cohort III Updates and Two Chrome Carts)	4000-4999: Books And Supplies	LCFF Base	6594.35
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	21315.90
Replacement of consumable core curriculum.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Reprographic Costs for Curriculum Updates	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	727.32
Technology consultant will work with FMSD staff to implement 21st Century Teaching and Learning Plan.	July 1, 2016 to June 30, 2017	Assistant Superintendent of Educational Services	Francesa Venning Contract to Support Instructional Technology Integration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1454.64
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3179.21

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development and support for STEM implementation at selected school sites.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	STEM Consultant Greg Brown	2000-2999: Classified Personnel Salaries	LCFF Supplemental	484.88
Support coaching of administrators, teachers, and district support staff through collaboration with Partners in School Innovation.	July 1, 2016 to June 30, 2017	Assistant Superintendent of Educational Services	Partners in School Innovation Contract School and District Transformation	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	19395.15
Utilize the Illuminate Data Warehouse system to provide student data to school and district level teams as a support to Professional Learning Communities.	July 1, 2016 to June 30, 2017	Teacher on Special Assignment Assessment	Illuminate Data Warehouse Contract	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	4363.91
Utilize Renaissance STAR Enterprise system as a local assessment to monitor student growth in math and ELA.	July 1, 2016 to June 30, 2017	Teacher on Special Assignment Assessment	Assess and Monitor Student Progress in math and reading through Enterprise STAR Renaissance Math and Reading Assessment Clerical Support	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	6157.96
Utilize systems to monitor planning and surveys related to LCAP, SPSA, Safety Plans, and SARC.	July 1, 2016 to June 30, 2017	Director of State and Federal Programs and Assessment	Implement service to support planning and evaluation. (Document Tracking)	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	606.10
Provide intervention software for Newcomer English Learners, math, and ELA remediation.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	E Spark Intervention and Software Continued Project	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2278.93
			Expand E Spark Learning Intervention to Tier II and III schools not serviced in 2015-16.	5800: Professional/Consulting Services And Operating Expenditures	Title I	4541.73
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	4764.82

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize a Curriculum Support Specialist (CSS) at each school site to support coaching, assessment and implementation of Professional Learning Communities..	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Curriculum Support Specialists	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	87826.29
Funding for specialized programs to include STEAM, STEM, and middle school academies will be provided to school sites.	July 1, 2016 to June 30, 2017	Assistant Superintendent Educational Services	Support for Innovative Programs	4000-4999: Books And Supplies	LCFF Supplemental	966.12
Professional development will be provided to FMSD staff to support LCAP goals.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Mandated Set Aside for Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I	10617.61
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	228.92
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	272.50
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	1551.61
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		242.44
Educational Services staff will support school sites with curriculum and instruction, state and federal programs and assessment, and early learning.	July 1, 2016 to June 30, 2017	Assistant Superintendent Educational Services	Educational Services Directors to Support Student Achievement	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	15664.83
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	10529.19
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2612.87

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions for Learning
SCHOOL GOAL #2:
Ensure all students have access to highly qualified teachers and a standards-aligned curriculum. All facilities will be well-maintained and in good repair.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will support school sites through providing Library Media Aides, technology mentors, and IT staff to support teaching and learning at each site.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction Director of Instructional Technology	Library Media Aide (.5)	2000-2999: Classified Personnel Salaries	Title I	17045.11
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	16925.23
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1090.98
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	12195.67
FMSD will provide full day Kindergarten at all sites to support early learning and student achievement.	July 1, 2016 to June 30, 2017	Assistant Superintendent HR Assistant Superintendent Educational Services	All Day Kindergarten Teachers (Year Three Implementation)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	100395.22
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	38393.91

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMMSD will recruit, train, and retain highly qualified staff to support teaching and learning.	July 1, 2015 to June 30, 2016	Assistant Superintendent Human Resources Assistant Superintendent Business Services Assistant Superintendent Educational Services	10% Teacher Salary to Support PLC Implementation	1000-1999: Certificated Personnel Salaries	LCFF Base	145463.63
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4848.79
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	5540.91
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1519.98
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	783.76
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2725.04
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4178.39
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	84.02
FMMSD will provide professional development to support highly qualified staff.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Professional Development Travel and Conference	5000-5999: Services And Other Operating Expenditures	Title I	681.26
			International Center for Leadership In Education Contract for Development of Highly Qualified Teachers and Administrators	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5677.16

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will support the collaboration between College Connection Academy and East Side Union High School District through teacher stipends.	July 1, 2015 to June 30, 2016	Assistant Superintendent of Educational Services. Human Resources	Support of Additional Hours College Connection Academy Teachers (Stipend)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	
FMSD will support retention of highly qualified staff through reserve funding to support salary/benefit increase.	July 1, 2016to June 30, 2017	FMSD Business Office	5% Reserve for Salary Increase Certificated LCFF	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	12121.97
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3441.56
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1816.69
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	90.83
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	45.42
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	545.01
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1212.20
Provide support and updates for operations to include: transportation, maintenance, and technology.	July 1, 2016-June 30, 2017.	Assistant Superintendent of Business Services	Infrastructure support for transportation, maintenance, and technology.	7000-7439: Other Outgo	LCFF Supplemental	19395.15
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5328.87

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support professional learning communities at selected schools	July 1, 2016-June 30, 2017	Director of Curriculum and Instruction	PE teachers will provide support for professional learning community planning and physical fitness activities for students.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	14325.31
Support Professional Learning Communities and PE program at Los Arboles	July 1, 2016-June 30, 2017	Director of State and Federal Projects and Assessment	A contract with Catholic Charities will provide enrichment activities for students during teacher planning time.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	872.78

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement
SCHOOL GOAL #3:
Increase number of stakeholders who feel connected and safe at school. Increase the variety of strategies for parents to better support their child to be successful in school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support the Child Welfare and Attendance Office to increase student engagement and provide support to families.	July 1, 2016-June 30, 2017	Director of State and Federal Projects and Assesment	Child Welfare and Attendance Office Coordinator	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6439.77
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	484.88
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1063.12
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4363.91

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Family and Community Engagement Through Communication and Resources	July 1, 2016-June 30, 2017	Director Community and Family Engagement	Provide webmaster support for school sites.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1551.61
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3432.17
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	3636.59
			Increase family and community engagement opportunities through annual administration of the LCAP Family, Student, and Staff Surveys	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1503.12
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	506.63
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	228.92
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	484.88
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	2424.39

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Parent Engagement through translation and interpretation services.	July 1, 2016-June 30, 2017	Director of State and Federal Projects and Assessment	Support parent engagement through utilization of district parent liaisons to provide interpretation and translation services.	2000-2999: Classified Personnel Salaries	Title I	16853.13
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	682.88
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	363.34
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	96.98

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support a positive school climate to increase student engagement and parent satisfaction with schools.	July 1, 2016-June 30, 2017	Assistant Superintendent of Educational Services	Provide Assistant Principal at selected sites to support a safe and orderly school environment and student and parent engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5953.20
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3952.20
			Implement Restorative Justice practices and Positive Behavior Interventions to support school climate and increase student engagement and parent satisfaction with schools.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	145.56

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF Concentration	13,033.00
3000-3999: Employee Benefits	LCFF Concentration	2,005.00
4000-4999: Books And Supplies	LCFF Concentration	4,322.00
5800: Professional/Consulting Services And	LCFF Concentration	26,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	30,019.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	7,762.00
3000-3999: Employee Benefits	LCFF Supplemental	3,396.00
4000-4999: Books And Supplies	LCFF Supplemental	34,548.00
5000-5999: Services And Other Operating	LCFF Supplemental	18,500.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental	500.00
5800: Professional/Consulting Services And	LCFF Supplemental	1,800.00
1000-1999: Certificated Personnel Salaries	Title I	17,853.00
2000-2999: Classified Personnel Salaries	Title I	17,462.00
3000-3999: Employee Benefits	Title I	773.00
4000-4999: Books And Supplies	Title I	6,187.00
5700-5799: Transfers Of Direct Costs	Title I	4,400.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	46675	0.00
LCFF Supplemental	96525	0.00
LCFF Concentration	45360	0.00

Funding Source	Total Expenditures
LCFF Concentration	45,360.00
LCFF Supplemental	96,525.00
Title I	46,675.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	60,905.00
2000-2999: Classified Personnel Salaries	25,224.00
3000-3999: Employee Benefits	6,174.00
4000-4999: Books And Supplies	45,057.00
5000-5999: Services And Other Operating Expenditures	18,500.00
5700-5799: Transfers Of Direct Costs	4,900.00
5800: Professional/Consulting Services And Operating	27,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	134,736.00
Goal 2	1,000.00
Goal 3	52,824.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Bracamonte		X			
Antje Ramsay		X			
Ashley Wicklander		X			
Aurora Garcia	X				
Jacqueline Garcia				X	
Kerry Rosado				X	
Lourdes Ortiz				X	
Dam Nguyen				X	
Margie Ridgeway			X		
Numbers of members of each category:	1	3	1	4	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 19, 2016.

Attested:

Aurora Garcia (Julie Aguirre AP)

Typed Name of School Principal

Signature of School Principal

Date

Jacqueline Garcia

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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X English Learner Advisory Committee

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Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 19, 2016.

Attested:

Aurora Garcia (Julie Aguirre AP)

Typed Name of School Principal

Signature of School Principal

6/19/16
Date

Jacqueline Garcia

Typed Name of SSC Chairperson

Signature of SSC Chairperson

6-19-16
Date