

The Single Plan for Student Achievement



School: Los Arboles Literacy and Technology Academy
CDS Code: 43-69450-6047237
District: Franklin-McKinley Elementary School District
Principal: Dr. Ricardo Balderas
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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:

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School Vision and Mission

Los Arboles Literacy and Technology Academy's Vision and Mission Statements

Our Mission: All students at Los Arboles will be performing at or above grade level by the end of 3rd grade with a focus on language development, literacy and mathematics.

Our Vision: At Los Arboles, all students will be exposed to a rigorous curriculum focusing on critical thinking and problem solving. There will be a focus on ongoing improvement every single day. We have become a PLC that focuses on student learning; are starting the 3rd year of the implementation of the SEAL Program (Sobrato Early Academic Language) and are updating the guidelines of our multi-year literacy plan.

What makes Los Arboles Literacy and Technology Academy a great place to learn? Many believe it is the way in which a diverse population of students and teachers interact and support each other. The staff at Los Arboles is dedicated towards the achievement of EVERY child. We will use our growing instructional technology resources and focus to achieve our literacy goals. Our teachers and support staff are extremely dedicated and work above and beyond the school day to provide interventions for our students "at risk" and our English Language Learners. In addition we have and are constantly enlisting the support of outside organizations and agencies to support our goals and efforts. One example is our recent partnership with Valley Christian Schools.

Los Arboles is located in the southeast section of San Jose near the Monterey Highway/Capitol Expressway area. It is one of 16 schools in the Franklin McKinley School District and serves approximately 540 Pre School through third grade students. The diverse cultures at our school serve as our strength and foundation in our education efforts.

Los Arboles Literacy and Technology Academy has developed a comprehensive school plan, which provides our school with guidance and direction. There are three goals and three design lenses that our school focuses on as part of our comprehensive plan. The design lenses include: "Pupil Outcomes", "Conditions for Learning", and "Student Achievement".

Los Arboles uses the Response To Intervention 2 (RTI 2) method to meet student needs through the discussion of curriculum, differentiated instruction and intervention programs. We offer many different intervention programs to assure the success of each and every students. Interventions consist of Supplemental Educational Services (SES), full-day Kindergarten classes, full inclusion classes in K and 1st grades, computer classes, during and after school tutoring, reading tutorials, instructional aides, CORAL after school program, special day classes and resource teachers. Parents have the opportunity to discuss their child's goals and differentiated action plan during parent/teacher conferences and during Student Study Team meetings.

SCHOOL WIDE FOCUS: Los Arboles Literacy and Technology Academy has developed a three year literacy plan. This literacy plan is detailed in the Envision Future Statement in the in next section. Los Arboles Literacy and Technology Academy will be in the third full year of the implementation of a three year research based program called the Sobrato Early Academic Language (SEAL) along with two other schools in FMSD. Our sister school, Lairon College Prep STEM Academy, will serve the students in grade 4-8. Our sister school, Lairon College Prep STEM Academy, serves our students as they transition to grades 4-8. This will be the third year of implementation for our staff and community.

This theme has been selected because we want to teach students to be productive members in an ever-changing society. Today's world is a dynamic, high-speed, high-tech society where information available to students is multiplying at an exponential rate. To prepare our children for the future, they must experience active learning which focuses on information skills: gathering, analyzing and communicating information.

This focus will help improve student achievement, as students will be engaged in hands-on, project-based activities that maximize their level of performance. Active project-based learning will occur throughout the day integrating traditional core subjects, the arts, and technology. Project-based learning will enhance hands-on investigation, inquiry learning, and research and presentation skills. When this focus is well-implemented, technology will be embedded in all subject areas during the instructional day. Students will become regular users of technology, will become technically fluent and will discover how to make technology work for optimum learning. They will be able to effectively communicate their ideas. With the use of technology we use a "Blended Learning Model" for instruction at all grade levels.

We are proud to continue two corporate partnerships to assist with the implementation of our school focus. This school year our school won a competitive grant for 160 IPADS. This coming school year our school and will be bringing more exciting technological and intervention support to assist our students in developing and communicating their technology projects this year. This coming school year we will continue implementing the SEAL (Sobrato Early Academic Language) research based program at our school.

School Motto: Preparing all students for the Future. School chant: The Los Arboles Way is smart way and the nice way. It's smart to be nice and it's nice to be smart.

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 Los Arboles Literacy and Technology Academy

Our 3-5 year Literacy Plan:

Why a literacy plan? : Puts everyone on the same page. Gives a road map so that we know where we're going and how to get there. Builds consistency from one grade level to the next to optimize efficiency and accelerate student success.

Mission: Students will be provided knowledge of the Common Core to create products or outcomes. That demonstrate mastery of grade-level standards and an understanding of a variety of standards. Los Arboles Elementary seeks to provide students with a rigorous academic curriculum and becoming lifelong learners. Students will achieve a range of proficiencies and outcomes, which include learning how to learn, respecting individual and cultural diversity and preparing them for a knowledge-based world.

Student Goals

Third Grade

Outcomes	Years	Measurements
Reading/Literacy	Year 1	AR/STAR reading 3.9 by end of year
Fluency		121 WPM - Measured by Reading Street
Continue using Fry's for writing sight words (300+)		
Students will grow by 1 CELDT Level		

Second Grade

Outcomes	Years	Measurements
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Reading/Literacy	Year 1	AR/STAR 2.9 and DRA 30
Fluency		90 WPM - Measured by Reading Street
Reading		200 Fry's Sight Words
Writing		Write 100 Fry's Sight Words

ELD Students will grow by 1 CELDT Level

First Grade

Outcomes	Years	Measurements
Reading/Literacy	Year 1	DRA 16 (instructional)
Fluency		60 WPM – Measured by Reading Street
Reading		100 Fry's Sight Words
Writing		Spelling 50 Fry's Sight Words
Fry's sight words		
ELD		Students will grow by 1 CELDT Level

Kindergarten

Outcomes	Years	Measurements
Reading/Literacy	Year 1	DRA 4
Phonics		34 Letter Sounds (Includes Long Vowels)
28 Lowercase/26 Uppercase Letters		
Fluency		Reading 25 Fry's Sight Words
ELD		Students will grow by 1 CELDT Level

Reading Component:

Guided Reading (20 minutes per group)

- Small Group Guided Reading Instruction (Grouped by Reading Level or standard)
- Daily – strategize which groups to see most frequently (time of year and student data)
- Loose – Daily 5, Readers Workshop, centers, etc. for other students
- Based on CCSS – determined by grade level what unit is for month or set time frame
- Time to listen to each student read in the small group to gauge fluency
- Regroup students at least every 6 weeks (DRA, STAR, teacher observation, guided reading level book, letter sounds, site words, success maker)
- Growth goals for students that guide small group instruction
- Links to shared reading, read alouds
- Comprehension strategies, phonemic awareness
- Blend cards/chunk cards for teaching reading

Writing Component:

Thinking Maps Year 1, Writing Year 2

Writing prompts based on students' lives/interests

Writing conventions/grammar instruction

Listening/Speaking Component:

Students answer in complete sentences – across all content areas

- Sentence frames, thinking stems, anchor charts, modeling, accountable talk
- Give students opportunities to talk throughout the day
- Cooperative groups, pair share, project based learning, oral presentations/expert groups
- Vocabulary development, word knowledge, direct instruction, teaching context clues, text structure
- CCD, pictorials, Farmer in the Dell, songs and chants

Instructional Practices Component:

Thinking Maps

Gradual Release Model

Objectives

Anchor Charts

Check for Understanding (thumbs, white boards, voting, sticks, corners, exit slips/tickets)

Engagement Strategies (white boards, thumbs)
 Explicitly teach and build background knowledge (videos, Brain Pop)
 Daily word work/explicit phonics and vocabulary instruction

Assessment Component:
 DRA, fluency, letter sounds, STAR Renaissance, Fry's written and oral, upper and lower case letters, writing rubrics by Grade Level monthly or Bi-monthly,
 District Assessments, SBAC, teacher created assessments

Intervention Component:
 Success Maker Tier II, LLI Kits, Guided Reading, Tier II Pull out

ELD Component:
 San Diego Systematic ELD
 30 minutes a day
 Grouped across grade level

2014-15	2015-16	2016-17
2017-18		
Thinking Maps		Thinking maps
Thinking Maps	TBD based on years 1,2,3	
Listening to students		Writing Daily
Writing genre		
Listening to students read every day during guided reading		Grade level-wide writing prompt every 6 weeks
Cooperative learning groups (Kagan)	TBD Based on years 1-3	
Support students	to	use complete sentences
Anchor charts		
Modeling		
Sentence frames		
Sentence starters and thinking stems		
Accountable talk		

Shoring up/spreading of existing practices:
 Daily writing- either as part of content areas (Standards Based) or writing process
 Build prior knowledge and vocabulary via read alouds
 Post and explain objectives
 songs/chants
 I do, we do, you do lessons
 Engagement-checks for understanding
 Phonics blend cards to teach phonics

Cross-classroom ELD groupings by level
 Measure fluency growth using site words and WPM
 Build vocab using CCD, pictorials, Farmer in the Dell,

Year 1 Supports and Resources

Practices Have	Resources/Support Need	Resources/Support
Guided Reading	Kits for some grade levels	Kits for remaining Grade level (GL) /classrooms
Non-fiction texts		
Professional Development (PD)	Can use videos online, make sure teachers know what it looks like	
Building background knowledge	Good fiction and non-fiction texts	
YouTube		

Videos & More books (library)
Brain Pop license for school site
Standards-based field trips for all grade levels
Clear expectations for teaching practices
Teacher collaboration days to develop thematic units aligned with CC

Teach Fry's site word lists
Cross-staff collaboration/sharing of how to teach site words

Provide list and assessment for all teachers

Daily Writing
Typing practice (K-3)
Clarify the stages of the writing process for students so that they understand the steps

Writing in math (have students explain their answers)

Thinking Maps
Implement for 6 months
Setting the Stage (Thinking Maps Writing) training after Feb. or early next year
Purchase curriculum
Collaborate around how to integrate Thinking Maps into instruction

Some teachers trained in thinking maps
Thinking Maps training

ELD
In-house certified trainers
Picture cards (thematic categories)
30 minutes ELD by language level every day
CELDT scores available at the beginning of the year

Some teachers trained/use San Diego Systematic ELD
Systematic ELD resources for every teacher

Supporting students to use
complete sentences
Awareness of the importance of sentence starters, thinking stems, sentence frames, and accountable talk stems (ID resources and provide training)
Everyone school-wide to hold students accountable to using complete sentences all the time (in the office, cafeteria, etc.)

modeling/repetition

Phonics/blend cards
Share motions for each sound (PD in house)
Objectives
Plan objectives as a PLC to support each other and ensure grade level alignment
Gradual Release (I do, we do, you do)

Some partial sets of Franklin's blend cards
Complete sets of cards on cardstock for all teachers

posted in consistent spot in classrooms
All objectives in student-friendly language

Use structure in ELA and ELD

Engagement and checks
for understanding
4 corners, voting, stations exit tickets
Some teachers have Total Participation
Techniques (TPT) cards
Purchase white board and markets sets for teachers that don't have them
Brainstorm Check for understanding (CFU) and engagement strategies in Professional Learning Communities (PLCs)
Make sure all teachers have TPT cards and know how to use them

Teachers use thumbs up/down, think/pair/share,

Spread strategies school-wide

Professional Learning Support
Professional Development

Collaboration

Thinking Maps training (12-18 hours)
(end of the year)
Setting the Stage (6 hours after Feb)
instructional practices (every 6 weeks following new data)
Systematic ELD (6 hours—3-4 sessions)
Guided Reading Rodeo (2 sessions 1.5 hours each—
support this- teachers plan a lesson together and watch each other teach in with a debrief in between to make tweaks)
Thurs or Tues with possible follow up day)
collaboration

Analyze students' writing samples in grade levels

Data analysis and discussion of effective

Planning CCSS-aligned thematic units (every 6 weeks)
Plan out gradual release (a lesson study could

Engagement- brainstorm strategies we will try in

Blend card training (1 hour, CB, Tues)
Sharing of site word instruction best practices (1 hour on Tues)

Continuous Learning Support Process

Los Arboles Literacy and Technology Academy will ensure that all students have the skills and knowledge to be ready for a college preparatory curriculum, middle and high school. They will all have the ability to pursue a program preparing them for university and/or careers and lifelong learning.

School Profile

Los Arboles is located in the southeast section of San Jose near the Monterey Highway/Capitol Expressway. It is one of 16 schools in the Franklin McKinley School District and serves approximately 550 Transitional- Kindergarten through third grade students. This will include a K and 1st grade full inclusion class for this coming school year. The diverse cultures at our school serve as our strength and foundation in our education efforts. We are a Title One school with a 95 % free and reduced breakfast and lunch program. We serve students in grades T-K through grades 3. Los Arboles serves a diverse community with the largest subgroups being Hispanic and Asian. Over 50% of our students are designated as English Learners.

We have 57 employees working at the school on a daily basis, including 22 classroom teachers.

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).

Parent surveys indicate general satisfaction with instructional programs, leadership and staff. This year the satisfaction surveys show an interest in improvement in four key areas. 1. Need for more grade level collaboration/teacher planning time., 2. More opportunities for parent involvement. 3. A need for more daily writing opportunities. 4. Student safety. Areas of satisfaction included use of technology by teachers to instruct, parent teacher interaction and student reading level awareness.

Classroom Observations

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

Classroom observations and teacher evaluations have been and will be done on an ongoing basis by site principal on a rotating cycle every other year. In addition the principal will visit all classrooms weekly to monitor progress with a SEAL and Guided reading rubric. Principal will share visit comments with each teacher via email. I and am scheduled to observe and evaluate 10 certificated staff members this school year. In addition, at the district level team from C&I will be visiting our school twice for instructional rounds classroom visitations focusing on rigor, relevance and student engagement. . Classroom visits are done regularly on an informal and formal basis. I also encourage certificated staff to visit other classrooms. We will also be providing BTSA support providers to new teachers on staff. Classroom visitation includes a focus on student learning objective, student engagement, classroom management and on-task student behavior. Also included are problem solving and critical thinking with a focus on the three higher levels of Bloom's Taxonomy.

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)

The use of state and local assessment instruments to modify instruction and improve student achievement was found to be adequate by the school instructional leadership team (ILT).. However the school did not meet performance goals. STAR testing was found to be compliant and adequate with no abnormalities found during the testing window. Local assessments including end of chapter tests, DRA, (when applicable) teacher made tests, PLC data analysis every 6 weeks, AR, ST math ,Math Masters, Lexia and other assessments were used proficiently to assess student Lexile and math performance levels to adjust instruction throughout the school year. We also used performance band information from STAR/REN data to place students in the reading partner program and SES tutoring with the Knowledge Quest Program as well as the CORAL and intervention programs. Goals being met for 3rd graders taking SBAC are not available yet.

Teachers administer all state and local assessments as calendared by the LEA. In addition, they administer common formative assessments for units of study in all content areas.

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

Local assessments including end of chapter tests, DRA, (when applicable) teacher made tests, PLC data analysis every 6 weeks, AR, ST math ,Math Masters, Lexia and other assessments were used proficiently to assess student Lexile and math performance levels to adjust instruction throughout the school year. We also used performance band info from STAR/REN data to place students in the reading partner program and SES tutoring with the Sullivan Program as well as the CORAL and intervention programs. We will also be using the Lexia program to assess student math and reading levels this year. Student monitoring goals met.

Teachers meet every other week to analyze data from a common formative assessment, including those that are curriculum embedded. In these meetings, they categorize students into three categories based on performance. Then they analyze the strengths and concerns related to mastery of the current content and develop next steps for each of the three groups.

Staffing and Professional Development

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

We currently are meeting the requirement for highly qualified staff. However, we have two new staff members that are new to the profession and we are providing on-site BTSA provider support for those two new teachers. BTSA providers have been assigned and will be working closely with those teachers to support their success along with the principal and academic dean. We are meeting these goals.

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

Last year the teachers on staff were compliant with credentialing standards and attended professional development activities as required. Teachers are fully credentialed and continue to receive training on SBE-adopted materials.

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

Staff development is aligned to district efforts and directives. All teachers are receiving Professional Development (PD) on the Common Core State standards (CCSS) this year with release days by grade level. We've had an update inservice on ST math and will be receive an Illuminate inservice in early October by our academic dean. Student performance and needs are currently being assessed by California English Language Development Testing (CELDT) and benchmark assessment currently in place. Principals are receiving PD in all areas including CCSS, Successmaker, Blended Learning and Instructional Rounds. ILT's and PLC are in place as well as School Site Council (SSC) and (English Language Advisory Committee (ELAC). All staff development offered is based on the Theory of Action (TOA) to focus on next steps toward improving student achievement. Grade level reps constitute the Instructional Leadership Team (ILT) to plan for the needs of the school.

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

Teachers will receive ongoing instructional support by several means including: District PD, on-site workshops including voluntary First Aide/CPR Training and Certification. Peer coaching models will be developed by the Curriculum Support Specialist (CSS), Academic Dean and Principal. Classroom observation and visits, including feedback to teachers, will be done by the Principal, CSS and Academic Dean. Monthly staff meeting will be help to listen to needs and provide to all staff as well as on an ongoing daily basis for all areas including instructional materials, supplies, curriculum and professional development opportunities. Additional content support is provided by teachers who have various areas of expertise. This year we will be hiring one or more reading intervention specialists to work with students in reading grades 1-3.

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

We are a TK - 3 school. Grade level meeting are held on Tuesdays at 2:30 except on staff meting dates. PLC /Grade level meeting are held every other week on admin directed directed Thursdays starting at 1:30. A Principal and Academic Dean will visit grade levels on a rotating basis to provide support and held provide guidance. Each grade level has developed PLC's that meet weekly to lesson plan and discuss progress of learning goals. They also meet every other week to formally analyze common formative assessments. All decisions for a grade level are made as a team and all interventions are developed as a team. This coming school year all teachers will be provided additional support with the Sobrato Early Academic Language (SEAL) strategies.

Teaching and Learning

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

Curriculum, instruction and materials are currently aligned with state and district standards. The advancement of the Common Core State Standards (CCSS) will be a primary focus for this coming school year as far as curricular focus. The CCSS are the starting point for developing learning objectives to be used in the curriculum. There is a general alignment with SBE adopted curriculum and if and where there are gaps, the teachers supplement the curriculum with other materials.

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

Compliant. Instructional minutes turned in to and approved by district staff for grades K-3 for this school year. Recommended instructional minutes are followed in all grade levels and content areas.

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

Lesson pacing is compliant and in accordance with district standards. AM and PM Kindergarten teachers have a 'give and get' arrangement, the teachers help each other for one and a half hours daily during student group time. Instructional minutes have been extended to create three voluntary full-day Kindergarten classes a four hour para-educator has been provided for assistance. Teachers are following the recommended pacing guides offered by the district.

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

Compliant. Our Williams audit showed that we are fully compliant. We have been working with our partner school to glean additional materials for our classrooms and library for teacher and student use. Teachers have access to standard based materials.

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)

We are in full compliance with district-adopted and approved instructional materials and programs including ST math, Lexia and Accelerated Reader. The Williams audit last month showed that we are in full compliance. Teachers all utilize standards-based materials.

Opportunity and Equal Educational Access

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

We are in compliance with this area. Letters were sent out to all parents in three languages and responses have been received for Supplemental Educational Services (SES) instruction. In addition, we have received SES funds for an After School Program to provide additional intervention opportunities to FBB and BB students. In addition, we provided a Summer School Program called CORAL Learns for 2nd graders that were not fully ready for 3rd grade. We also provide a Summer DEAL Bridge program for staff PD.

14. Research-based educational practices to raise student achievement

We will be working on four key "Signature Practices" this year: 1. The learning objective, 2. Direct Instruction of new concepts and skills, 3. Checking for understanding, 4. Student engagement. We will also be looking for evidence of the top three levels of Bloom's Taxonomy in student's responses to questions by teacher. Research-based practices are utilized to raise student performance.

Parental Involvement

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

We are receiving SES assistance from categorical funding including Title 1, LCFF Supplemental and Concentration funds. We've received some donations from parents and community businesses such as Walmart. We have established a partnership with Valley Christian Schools that has enabled students to participate in swimming and water safety classes during the Summer at a reduced cost. Parents are volunteering on an ongoing basis in the classrooms and at school with beautification and school improvement efforts such as our Holistic Playground painting project. Fundraisers are also held regularly to raise funds for field trips and or instructional materials and supplies. Current fundraisers include Zumba and gift sales. All proceeds go directly to assist student learning. Front office staff provides information to parents such as medical, dental, mental health, and nutrition services.

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)

We have 5 elected SSC parent members and one other parent serving a second year of their term. We have four newly elected staff SSC plus the principal. In addition we have five newly appointed parents on the ELAC committee. All of these adults will have input to ConApp programs and the SPSA.

Funding

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

Services provided include direct instruction by highly-qualified staff, intervention assistance from instructional technology software (AR, ST Math, LEXIA, IPADS.) intervention programs including CORAL, VC tutors, Junior University, Lighthouse Program, and SES provider. Full Day K Kindergarten, and Transitional Kindergarten are also provided district para-educators to help support instruction in classroom. Students also receive assistance from community liaison, speech therapist, resource specialist and school psychologist among many other services. Teachers are paid extra duty hours to work with students after school. Categorical funds are used to provide a community helper/health assistant and media aide, a part-time project specialist to assist with testing and CELDT. Additional funds are used to buy instructional materials and supplies to support mastery of standards.

18. Fiscal support (EPC)

Fiscal support is given to our school with categorical programs in excess of \$264,561. This excludes donations from benefactors such as VC, Target, Lifetouch, Walmart and other friends of Los Arboles. All funds are spent to meet the goals of raising student achievement and ensuring a safe school campus.

Description of Barriers and Related School Goals

Barrier number one is still low but improving student attendance. Our goal is to use Guided Reading and SEAL strategies to remedy this. Too many students are still missing too many days throughout the school year and are chronically tardy. Improving attendance is a high priority for us. Number two is improving our PLC. We have established an attendance improvement plan for this in addition to a Saturday School program to recoup ADA funds. We have made much improvement in our literacy plan but need to do a better job of working as a team. The Sobrato Early Academic Language Program (SEAL) is helping to keep us focused. The following is a description of the SEAL program.

SEAL is a Powerful Language Learning program.

SEAL is a powerful program to develop language and reading skills to improve academic achievement.

SEAL classrooms weave reading and language into all aspects of the school day.

SEAL classrooms are alive with language.

Teachers model rich, expressive language and create environments where academic vocabulary and concepts come to life.

For all students, the SEAL classroom brings to life the rigor and richness called for by the Common Core Language Arts standards and the new California English Language Development standards. Teachers are excited by the level of student engagement and the high-level production of language they witness among children in SEAL classrooms.

Four pillars of the SEAL model:

1. A focus on rich, powerful. Precise and academic language
2. Creation of an affirming and enriched environment
3. Articulation across grades and alignment of the preschool and the K-3 school systems
4. Strong partnership between parents and teachers

The goal of SEAL is prevent long-term English language learners.

It is imperative that we continue to unite the staff and improve staff relations and morale through the Professional Learning Community process (PLC). There is a need for continued team-building and building trust among staff members. Some efforts have already been made by site principal setting out goals for new direction for school. These goals include a new way of treating each other as adults. Collaboration and mutual respect is the key. Planning together and working together with schoolwide events held on same and not separate days will help much. Speaking and listening with respect to each other and collaborative problem solving is one of the major keys to success for our school. If we expect kindness from students, we must model it for them with one another. Staff survey and student attendance records indicate that our student's absentee rate and tardiness continues to be very high and unacceptable. Early meetings with parents of truant/tardy and an "Perfect Attendance" Incentive program will help this school year. The staff and parent surveys also show that consistent school wide rules and consequences are a must. This will help keep

students in the classroom and out of trouble. In addition, we are borrowing principles for the Peace Builders Program and have revamped our cafeteria rules to help provide a safer and saner environment for our students. We are also revisiting all new playground and school rules since we now have a new blacktop and new grade level configuration as well as staff members and students.

We must also limit the amount of time that staff members, especially teachers, are out from the classroom. This is at times unavoidable but may and usually does impact student learning. It is also imperative that learning time is maximized by time on task. The four major areas of focus are: 1. improved attendance (fewer tardies) or improve from 96 % to 98%, 2. more homework completion, 3. more time on task and focus on instruction, 4. fewer referrals for discipline because of off task behaviors in and out of the classroom. By looking at CASSP results on following page, it is clear that the focus group is English Learners.

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	97	95	97.9	95	2370.4	8	12	27	53
All Grades	97	95	97.9	95		8	12	27	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	7	36	57	5	44	51	9	59	32	14	38	48
All Grades	7	36	57	5	44	51	9	59	32	14	38	48

Conclusions based on this data:

1.

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	97	97	100.0	97	2386.1	5	22	26	47
All Grades	97	97	100.0	97		5	22	26	47

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	11	36	53	9	42	48	6	61	33
All Grades	11	36	53	9	42	48	6	61	33

Conclusions based on this data:

1. This information will be available on Oct 2016

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					3	25	5	42	4	33	12
1	1	1	17	21	32	40	23	29	7	9	80
2	3	3	11	12	52	55	20	21	9	9	95
3	6	10	14	23	22	36	15	25	4	7	61
Total	10	4	42	17	109	44	63	25	24	10	248

Conclusions based on this data:

1. The summary data will be available in late October 2016

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	14	13	31	29	62	57	108
1	1	1	18	21	32	37	25	29	10	12	86
2	3	3	12	12	53	54	21	21	9	9	98
3	6	10	14	22	22	35	15	24	6	10	63
Total	10	3	45	13	121	34	92	26	87	25	355

Conclusions based on this data:

1. This data will be made available in mid October 2016 and will be analyzed for planning purposes. We do have individual students scores, but no summary reports available yet.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	220	290	248
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	220	290	248
Number Met	100	161	133
Percent Met	45.5%	55.5%	53.6%
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	243	56	385	2	347	0
Number Met	46	13	51	--	49	--
Percent Met	18.9%	23.2%	13.2%	--	14.1%	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	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		--
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		--
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. Slight growth in AMAO 1 over three-year period.
2. Average of 2 point growth every year for AMAO 2
3. Trend in AMAO 3 was down in 2011 and 2013 and up in 2015.

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. District data in line or closely matches Los Arboles data trends.
2. AMAO3 trends at Los Arboles above district trend.

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 the end of the 2016/17 school year raise achievement level for third grade students by 2.0 years growth or more in language arts and by 1.5 years in math as measured by Star Renaissance Common Formative Assessments, DRA and SBAC. By the end of the 2016/17 school year, raise achievement level of K-2 grade students in language arts and math by 1.5 years growth or more as measured by Star Renaissance Common Formative Assessments and DRA. Kindergarten students will leave kindergarten as "Probable Readers"
Data Used to Form this Goal:
The scores from the 2015 and 2016 CASSP, DRA for grades K-3. API and AYP base data from 2015/16 school year. SBAC end-of-year results
Findings from the Analysis of this Data:
60.5% of 3rd graders are reading below grade level. 65% of 2nd graders reading below grade level, 51% of 2nd and 3rd graders fall below the 25th percentile in reading. For 1st grade reading: 22.6 % are at early emergent level, 65.2% of at late emergent level and 10.4 % at transitional level and 1% at probable level. For Kindergarten Reading: 60.9% at early emergent level, 16.5% at late emergent level, 2.6% at transitional level and 0% at probable level.
How the School will Evaluate the Progress of this Goal:
Ongoing common formative assessments and analysis of data will be used to evaluate our progress towards meeting our end of the year target goals. Monitor the achievement of all students on all common formative assessments and district benchmarks to move students in and out of intervention as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement the uninterrupted time allocations for all students, including the allocated time for ELA, Math and ELD interventions, as per the Instructional Minutes Matrix.	8/20/16	Administration, Leadership, Teachers, CSS Academic Dean				
2. Continue the implementation of the MIND Institute Math and Accelerated Reader Programs, & Lexia	8/20/16	Administration, CSS, Academic Dean	Mind Institute Math Program ST Math, and AR	5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000
			LEXIA	5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	15,000
3. Continue to implement the ELA and Math adoption and focus on implementing strategies to teach the common core standards.	8/20/16	Administration, CSS, Academic Dean				
4. Hire part-time CELDT testing staff to provide support of ELD program and CELDT testing	ongoing	Administration	CELDT testers	1000-1999: Certificated Personnel Salaries None Specified	LCFF Concentration None Specified	1000
5. Administer District Benchmark Assessments to provide student achievement results as per the District's scope and sequence to measure how well students are learning.	ongoing and as needed	Administration, CSS, Academic Dean				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Analyze the results of District benchmark assessments and formative assessments in collaboration meetings (PLCs) to adjust, modify or change the instructional method or groups for identified students. PLC meetings will be held every three weeks in a six week cycle.	ongoing and as needed	Teachers, CCS, Academic Dean Part-time Project Specialist, Administration				
7. Schedule teacher monthly collaboration for ELA/Math sessions to determine if Pacing Guides have been effective. Plan strategies to revisit those standards in pacing guide that need more attention.	monthly	Administration, Academic Dean Teachers, CSS	Academic Dean			
8. Provide copies of materials to support ELA and math(copier maintenance and postage agreement included)	as needed	Administration, CSS	Equipment maintenance agreement	5000-5999: Services And Other Operating Expenditures	Title I	15,500
			Repro	5700-5799: Transfers Of Direct Costs	Title I	2000
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
9. Purchase leveled reading library books to support reading progress of all students	librarian	Principal, librarian, CSS		4000-4999: Books And Supplies	Title I	1000
				4000-4999: Books And Supplies	LCFF Supplemental	1000
				4000-4999: Books And Supplies	LCFF Concentration	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Provide opportunities for staff professional development for ELA, Math Science STEM. Travel and Conference	Sept. 2016 ongoing	Principal	Travel and Conference	None Specified None Specified	None Specified None Specified	
11. Monitor teaching strategies regularly, conduct classroom observations and evaluations and provide teachers with necessary feedback on student engagement	ongoing	Principal	To provide support for staff			
12. Provide training on SEAL curriculum, Thinking Maps, common core standards. Targeted intervention for BB FBB students.	Oct and ongoing	Administration, CSS, Academic Dean	SUB cost and Extra duty	1000-1999: Certificated Personnel Salaries	Title I	10000
			Sub cost	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10000
			Sub cost	1000-1999: Certificated Personnel Salaries	LCFF Concentration	8402
13. Provide support for student ELA progress and PD for Leadership and ILT support and staff with Reading Partners, Partners in School Innovation	Sept 2016	Principal, ILT, CSS, Academic Dean		None Specified None Specified	None Specified None Specified	
14. Institute the LEXIA Intervention program after school five days a week in computer lab targeting 65% of lowest EL students grades K-3.	Aug. 2016	paras	para	2000-2999: Classified Personnel Salaries	Title I	15000
15. Provide field Trips for students. One per grade level with SB funds.	Aug. 2016 and ongoing	Principal/Teachers	fieldtrips	None Specified	ASB	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
16. Purchases instructional materials supplies etc to support instruction and for SEAL.	ongoing	Principal, librarian, CSS	supplies	4000-4999: Books And Supplies	Title I	4721
			supplies	4000-4999: Books And Supplies	LCFF Supplemental	12000
			supplies	4000-4999: Books And Supplies	LCFF Concentration	11598
			SEAL materials	4000-4999: Books And Supplies	LCFF Supplemental	5000
			SEAL Materials	4000-4999: Books And Supplies	LCFF Concentration	6000
17. Purchase technology and supplies to support student learning	Sept 2016 and as needed	Principal and ILT	computer supplies	4000-4999: Books And Supplies	LCFF Supplemental	1000
			computer supplies	4000-4999: Books And Supplies	LCFF Concentration	1000
			Technology maintenance and operations supplies	4000-4999: Books And Supplies	Title I	
			Technology maintenance and operations supplies	4000-4999: Books And Supplies	LCFF Concentration	
			AV equipment	4000-4999: Books And Supplies	LCFF Concentration	
			Non capital assets furniture	4000-4999: Books And Supplies	LCFF Supplemental	4583
			Computers/IPADS	4000-4999: Books And Supplies	LCFF Supplemental	15000
furniture	4000-4999: Books And Supplies	LCFF Concentration	4960			
18. Provide Reading Intervention for 1-3 grade students	ongoing	Principal, CSS, Academic Dean and select teachers	To provide intervention for 1-3 graders in reading	1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
19. Continue LEXIA for 65% of lowest EL's with during or after school intervention program in classrooms or computer lab as measured by MAP (Measures of Academic Progress) online assessment.	To begin after October break.	Teachers and tutors.				
20. Provide Summer School for 30 2nd graders with CORAL Learns program	summer 2016 and 17	Principal, summer school teachers and para-educators.	CORALlearns	1000-1999: Certificated Personnel Salaries	None Specified	

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:
To provide a learning environment that is safe and conducive to learning while promoting high expectations. Parents, students and staff will consider our school a safe place that is conducive to learning.
Data Used to Form this Goal:
Student, staff and parent surveys. Feedback from parents and staff on an ongoing basis. Attendance reports
Findings from the Analysis of this Data:
The two main focus areas found by staff, students and parents were as follows: 1. More planning time and professional development time was desired by staff. 2. Safety of students is a top concern by parents.
How the School will Evaluate the Progress of this Goal:
Staff and parent groups will meet regularly at coffee chats, SSC meetings, PLC's and staff meetings to discuss, evaluate and monitor the progress of these recommendations and plans . We will make changes and improvements as needed and will evaluate again by survey to all stakeholders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement regularly scheduled Professional Learning Community meetings on Administration-directed Thursdays and on the Tuesdays of the following week throughout the year until 28 staff meeting day limit is reached for Tuesday meetings.	8/19/16	Administration, Leadership, Teacher CSS, Academic Dean				
2. Discuss and plan for school wide student and staff safety measures including stranger danger Run, Hide and Defend state school plan and initiative as well as disaster preparedness training, Shelter in Place and lockdown barricade. Install locking devices all classroom doors and office for lockdown barricade.	8/19/16	Administration, all staff				
3. Provide mentoring and coaching for teachers in area of best teaching in ELA/Math/ELD/SEAL	ongoing	Principal, Academic Dean, CSS	To provide support for teachers			
4. Hire a librarian/media aide to support literacy and technology programs at school	8/19/16	Principal	Library aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	16454
5, Hire a Site tech Lead Person	8/19/16	Principal	Site Tech Lead Person	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF Concentration LCFF Supplemental	1000 1000
6. Hire muralist for two murals	Aug 2016	principal	muralist Paul Gonzalez	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental LCFF Concentration	700 2000
7. We will conduct monthly fire drills. Earthquake drill will be held in December.	Sept. 2016 and ongoing	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Sexual Abuse Reporting Training will be held with all staff in October 2016	Oct. 2016	Principal				
9. Safety Steering Committee meetings will be attended	2016-2017 school year	Principal and key staff and parents				
10. General staff meetings to provide time for sharing results once a month.	Sept. 2016	Principal, CSS				
11. Hire highly qualified teachers and classified staff members to fill vacancies	ongoing	Principal				
12. Monitor and report all dangerous and hazardous conditions or items to be replaced or repaired on campus by operations and maintenance department by work orders and direct communication.	ongoing	Principal and office staff				
13. Regular classroom visitations on a daily or week basis to monitor and make recommendations for the improvement of the student learning environment and implementation of the CCSS.	ongoing	Principal and CSS				
14. Food supplies for meetings	ongoing	principal	staff meetings	4000-4999: Books And Supplies	LCFF Supplemental	1000
					LCFF Concentration	1000
15. Travel and conferences	ongoing	principal and selected teachers	PD	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	1000
					LCFF Concentration	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:
Increase level of parents involvement in classrooms to the highest level yet. Goal of two volunteers per classroom. Increase participation of parents at Cafecitos. Increase student engagement in classroom learning activities and time on task. Decrease tardiness and absenteeism by 5% or more.
Data Used to Form this Goal:
Daily student attendance data: Sign in sheets at Cafecitos.
Findings from the Analysis of this Data:
Student attendance is lowest in district and tardiness and truancy highest. Parent participation or volunteering is low but is growing.
How the School will Evaluate the Progress of this Goal:
Continue to monitor daily student attendance data. Monitor attendance at Cafecitos and parent volunteer logs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide parent involvement opportunities	Sept. 2016	Principal, key staff and parents	Various parent involvement activities such as PIQE	5800: Professional/Consulting Services And Operating Expenditures	Title I	700
				5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4300
				5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	2000
2. Hire a Community Helper/Health Assistant to assist with student safety and attendance.	8/19/16	Principal	Health Assistant	2000-2999: Classified Personnel Salaries	LCFF Supplemental	24674
			Community Helper	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	23839
				None Specified	None Specified	
3. Provide babysitting for parents involvement meetings	Oct. 2016	Principal	Babysitting childcare	2000-2999: Classified Personnel Salaries	LCFF Concentration	1000
4. Monitor teaching strategies regularly, conduct classroom observations and evaluations and provide teachers with necessary feedback on student engagement.	ongoing	Principal	To provide support for staff.			
5. Provide on-site professional staff development, training, coaching and peer collaboration in order to effectively implement common core, SEAL, RTI and PLCs.	ongoing	Principal, CSS, Academic Dean and select teachers	To provide support for teachers			
6. Host Cafecitos once a month for parents to attend	Aug 2015 and ongoing	Principal, CSS	food and coffee	4000-4999: Books And Supplies	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Provide translation interpretation service for IEP's	ongoing	Principal	Interpretation translation	2000-2999: Classified Personnel Salaries	LCFF Concentration	1000
8. Provide technological support, troubleshooting and training as needed to integrate technology in to the classroom. Establish student Mouse Squad.	ongoing	Principal and select teachers				
9. Principal and Leadership Team will reflect upon classroom instructional practices and provide the District with feedback on what is working and what we need to help improve student engagement.	ongoing	Principal and teachers grade level reps				
10. Establish a parent lounge for parents to work in daily	Sept. 2016	Principal and key staff members	donated furniture and items			
11. Work with district A2A district attendance support representative to improve school student attendance	Sept. 2016	Principal, secretaries and community aide/health assistant.				
12. Monitor student behavior and discipline regularly. Communicate with parents and attend SST meetings	Sept. 2016 and ongoing	Principal and classroom teachers				
13. Provide Full Day Kindergarten Program for four classrooms	Aug. 2016 and ongoing	Principal and three Kindergarten classroom teachers.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
14. Provide parents with strategies that can be implemented with children to enhance student learning. Site coaches and classroom teachers will provide parents with these strategies during special parents meetings, P/T conferences, Back To School Night, Open House, Family Science/Literacy/Math Night etc. Catholic Charities will offer PEI parenting program.	8/19/16 ongoing	Principal, Academic Dean, CSS and Teachers				

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	5986.
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	9366.36
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5908.47
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	8307.44

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	598.60
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	560.69
						13413.06
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	38759.37
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	728.90
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	14017.32
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1401.73
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	299.30
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	8140.96
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	26315.25
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	897.90

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology consultant will work with FMUSD 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	1795.80
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3924.85
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	598.60
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	23994.40
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	5387.40
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	7602.22
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	748.25

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	2813.42
			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	5606.93
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	5882.34
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	108424.72
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	1192.71
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	13107.82
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	282.61
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	336.42
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	1915.52
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		299.30

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	19338.80
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	12998.67
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3225.68

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	20613.42
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	20894.80
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1346.85
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	15056.00
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	123941.52
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	47398.67

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMSD 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	179580.10
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5986.00
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	6840.45
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1876.47
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	967.58
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3364.16
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5158.38
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	103.73
FMSD 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	841.04
			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	7008.66

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	14965.01
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4248.73
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2242.77
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	112.14
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	56.07
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	672.83
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1496.50
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	2344.01
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6578.68

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	17685.11
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	1007.48

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	7950.13
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	598.60
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1312.46
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	5387.40

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	1915.52
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4237.13
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4489.50
			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	1855.66
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	625.45
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	282.61
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	598.60
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	2993.00

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	20805.80
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	843.04
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	448.55
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	119.72

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	7349.44
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4879.13
			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	179.58

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF Concentration	3,000.00
	LCFF Concentration	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	9,402.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	3,000.00
4000-4999: Books And Supplies	LCFF Concentration	24,558.00
5800: Professional/Consulting Services And	LCFF Concentration	17,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	34,839.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	41,128.00
4000-4999: Books And Supplies	LCFF Supplemental	39,583.00
5000-5999: Services And Other Operating	LCFF Supplemental	1,000.00
5800: Professional/Consulting Services And	LCFF Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	15,000.00
4000-4999: Books And Supplies	Title I	5,721.00
5000-5999: Services And Other Operating	Title I	15,500.00
5700-5799: Transfers Of Direct Costs	Title I	2,000.00
5800: Professional/Consulting Services And	Title I	8,700.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	56921	0.00
LCFF Supplemental	121550	0.00
LCFF Concentration	57960	0.00

Funding Source	Total Expenditures
LCFF Concentration	57,960.00
LCFF Supplemental	121,550.00
Title I	56,921.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,000.00
1000-1999: Certificated Personnel Salaries	54,241.00
2000-2999: Classified Personnel Salaries	59,128.00
4000-4999: Books And Supplies	69,862.00
5000-5999: Services And Other Operating Expenditures	16,500.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating	30,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	153,764.00
Goal 2	25,154.00
Goal 3	57,513.00

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
Dr. Ricardo Balderas	X				
Auria Batres			X		
Laura Farris		X			
Stephanie Starkey		X			
Phyllis Chan		X			
Cinthia Rodroquez				X	
Diana Martinez				X	
Isidro Yanez				X	
Laura Rivas				X	
Maria Alvarez				X	
Numbers of members of each category:	1	3	1	5	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):**

X	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 April 27,2016.

Attested:

Dr. Ricardo Balderas		
Typed Name of School Principal	Signature of School Principal	Date

Auria Batres		
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:

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):**

X State Compensatory Education Advisory Committee

Alma Chagolla
Signature

X English Learner Advisory Committee

Auria Batres
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 27, 2015.

Attested:

Dr. Ricardo Balderas
Typed Name of School Principal

Dr. R. Balderas 5/27/15
Signature of School Principal Date

Auria Batres
Typed Name of SSC Chairperson

Auria Batres 5/27/15
Signature of SSC Chairperson Date