

# The Single Plan for Student Achievement



**School:** Robert F. Kennedy Elementary School  
**CDS Code:** 43-69450-6067201  
**District:** Franklin-McKinley Elementary School District  
**Principal:** Linda Barker  
**Revision Date:** May 12, 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:** Linda Barker  
**Position:** Principal  
**Phone Number:** (408) 283-6325  
**Address:** 1602 Lucretia Avenue  
San Jose CA, 95122  
**E-mail Address:** linda.barker@fmsd.org

**The District Governing Board approved this revision of the SPSA on June 28, 2016.**

## Table of Contents

School Vision and Mission .....	3
Envision Future .....	3
School Profile .....	4
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations .....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results .....	10
CELDT (All Assessment) Results .....	11
Title III Accountability (School Data) .....	12
Title III Accountability (District Data) .....	13
Planned Improvements in Student Performance .....	14
School Goal #1 .....	14
School Goal #2 .....	22
School Goal #3 .....	25
Centralized Services for Planned Improvements in Student Performance .....	30
Centralized Service Goal #1 .....	30
Centralized Service Goal #2 .....	35
Centralized Service Goal #3 .....	39
Summary of Expenditures in this Plan .....	43
Total Expenditures by Object Type and Funding Source .....	43
Total Expenditures by Funding Source .....	44
Total Expenditures by Object Type .....	45
Total Expenditures by Goal .....	46
School Site Council Membership .....	47
Recommendations and Assurances .....	48

## School Vision and Mission

### Robert F. Kennedy Elementary School's Vision and Mission Statements

#### Principal's Message

Kennedy is a STEM focus school with opportunities for students to develop scientific, technological, engineering, and math skills to prepare them for the global work force. At Kennedy School, we prepare our students to be lifelong learners. We believe all students can learn. We provide children with equal access to the best education possible.

Our school is a place where children can enhance their self-esteem and positively interact with others in an atmosphere where respect for self and others is demonstrated. Students have the opportunity to develop leadership skills. We respect and continually address students who learn in different ways and at varying rates.

Kennedy has an ongoing partnership with the San Jose Museum of Technology and Innovation where students participate in lab experiences, field trips and scientific challenges. Kennedy School is truly a learning community where parents feel welcome and involved. It is a safe learning environment where children come first. Some of the school activities that parents have the opportunity to be involved in include: School Site Council, English Learner Advisory Committee (ELAC), Project Cornerstone "Los Dichos", parent workshops, Reading Cougars Program, Math Masters Program, coffee with the Principal, classroom volunteers, kindergarten workshops for parents, student of the month assemblies, Cinco de Mayo program, field trip volunteers, safety committee and computer classes for parents.

For more information on how to be involved , please contact Linda Barker at 283-6325

## 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 Robert F. Kennedy Elementary School**

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.

## **School Profile**

Robert F. Kennedy Elementary School is located in southeast San Jose in a predominately low socio-economic area. There are approximately 436 students in grades TK through 6th. There is one TK class and three kindergarten classes, all of which are full day. There are three 1st grade classes, three second grade classes, three third grade classes, two fourth grade classes, three fifth grade classes, two sixth grade classes, and one 4th grade SDC. The enrollment has fluctuated in the past few years due to the influx of the charter schools. Kennedy is sandwiched between four charter schools. Cornerstone Academy shares Kennedy's campus and Rocketship Mosaic is two blocks away. Starting in the year 2017-2018, Cornerstone Academy will be adding a middle school component. Also KIP and ACE are very nearby. Kennedy also houses 3 pre-K SDC classes. The student population is predominately Hispanic (about 62%) and Asian (about 33%). Students speak several different languages, with Spanish, Vietnamese, and English being the most spoken. 84.5 % of the students receive free or reduced lunches and breakfast. There are 20 regular classrooms in addition to the three pre-schools, one 4th grade SDC, one RSP room, a library, a computer lab, a STEM science lab, an administration building and a cafeteria. In 2016-2017 Kennedy will have only 19 regular classrooms.

## **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).

Staff and parent surveys indicate the following focus areas: The main focus will be to get more parents engaged in the educational process and involved in Kennedy School. We will continue to focus on making parents feel welcome and respected at school, increase opportunities for parents and staff to participate in decision-making, continue to improve student and staff safety, and improve the school website.

### **Classroom Observations**

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

Bi-monthly classroom observations took place consisting of a team including Principal, Curriculum Support Specialist, Instructional Leadership Team members, personnel from the International Center for Leadership In Education (ICLE) and district personnel. These observations included use of the Instructional Monitoring Tool from PSI and/or the Rigor, Relevance, Engagement Rubric from ICLE. Observations usually had a specific focus such as student engagement, use of academic language and collaborative discussions or other strategy. The Principal also carried out formal observations of all evaluatees 2-4 times throughout the year depending on their tenure status. The principal also visited classrooms daily.

### **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)

Meeting performance goals - Grade level teams analyze STAR Renaissance assessments, SBAC assessments, ELD unit tests, CST Science and CELDT results monthly to modify instruction and to monitor student progress.

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

Meeting performance goals - Grade level teams analyze results of unit tests, performance assessments and teacher formative assessments daily, weekly, and monthly to modify instruction and to monitor student progress. A Curriculum Support Specialist works with the teachers to better implement Professional Learning Communities to analyze student data and monitor progress. This will continue into the next school year, 2016-2017.

### Staffing and Professional Development

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

Meeting performance goals - All classes are taught by highly qualified teachers.

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

Meeting performance goals - The district provides ongoing professional development to teachers in the use of the adopted instructional materials and the Common Core State Standards.

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

Meeting performance goals - The school works with partners to provide professional development in the use of digital intervention programs such as Imagine Learning and Mind Institute Math. The school works with the Tech Museum to provide professional development in STEM education. The school also works with a consultant to provide training in writing for the Common Core. In 2016-2017 this training will be replaced by GLAD strategies and thinking maps training as the needs of our ELL population grows and the achievement gap widens. During the 2015-2016 school year, teachers have been trained in close reading. This will continue into the 2016-2017 school year.

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

Meeting performance goals - The district provides B.T.S.A. mentors to support all new teachers. The district and school provide a curriculum support specialist to mentor any teacher who needs extra support. The school provides opportunities for teachers to observe other teachers both at Kennedy and at other schools in the district. In 2015-2016 the school provided a writing consultant to provide professional development and to support teachers in teaching writing for the common core. This will be replaced by GLAD strategies, thinking maps, and close reading trainings.

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

Meeting performance goals - Teachers collaborate daily and weekly to create common lesson plans, create common formative assessments, analyze data during PLCs, and discuss student progress.

## Teaching and Learning

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

Meeting performance goals - Teachers use the district adopted curriculum, pacing guides and curriculum maps. The pacing guides and curriculum maps are standards aligned. They are developing the implementation of the Common Core State Standards and NGSS.

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

N/A

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

Meeting performance goals - Kennedy teachers implement Common Core and follow pacing guide from Engage NY. Lesson plans and the school schedule show that all students receive 30 minutes of ELD support. Lesson plans indicate that students in need receive small group instruction within the classroom. Some students work in small groups with retired teachers who provide pull-out intervention and/or after school small group intervention with teachers or the SES provider. Others receive one-on-one tutoring through Reading Partners. All students have access to digital intervention programs both in the classroom and in the computer lab. In the 2016-2017 school year, students will have access to SNAP and Lexia to support reading skills.

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

All students have access to standards-based/Common Core instructional 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)

Meeting performance goals - All classes use standards aligned/Common Core instructional materials and all after-school interventions groups use SBE-adopted materials. All students have access to standards aligned/Common Core courses.

## Opportunity and Equal Educational Access

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

Meeting performance goal - The standards-aligned/Common Core materials used in the regular program provide for differentiation so that all students can access the curriculum. Teachers provide small group support when students need it. Daily intervention in both math and ELA also enable underperforming students. To help support students, they participate in personalized learning from the MIND Institute.

### 14. Research-based educational practices to raise student achievement

Some of the research-based instructional practices used at Kennedy to raise student achievement include clearly communicated learning objectives, engaging students in hands on activities, higher level thinking, collaboration, opportunities to use oral language, GLAD and ELD strategies such as structured academic discourse, mental models, sentence frames, and academic and content vocabulary and Thinking Maps. Student engagement is a high priority at Kennedy School.

## Parental Involvement

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

Resources available include: Title I, LCFF Supplemental and LCFF Concentration funds, LCAP, Foothill Community Health Center, Alum Rock Counseling, school psychologist, Curriculum Support Specialist, Reading Partners, Partnership with Tech Museum of Innovation, CORAL, FMSD Health Clinic, San Jose Jazz, and Littler Heroes, and Project Cornerstone.

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)

The ELAC and the SSC are both involved in planning, implementing and evaluating the ConApp programs through their involvement with the needs assessments, surveys, and the Single Plan for Student Achievement.

#### Funding

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

Both Title I and LCFF Supplemental and Concentration funds provide for a variety of interventions including pull-out interventions, after school interventions (Sullivan), Reading Partners, digital intervention programs (SNAP), and a variety of supplemental materials.

18. Fiscal support (EPC)

The district funds provide professional development for teachers in the implementation of SBE-approved adopted instructional materials and in the implementation of the Common Core State Standards. District funds also provide for the Curriculum Support Specialist.

### **Description of Barriers and Related School Goals**

Barriers related to school ELA and ELD goals include limited English proficiency of both students and parents. Many students lack educational and cultural experiences outside of school. The barriers to student achievement in all areas include poverty, hunger, homelessness, health issues, family separation caused by divorce, incarceration, and occasionally, deportation. Other barriers include lack of knowledge of resources available to families and cultural expectations and stresses. Many students lack stability in the home environment and many are highly mobile. Finally, neighborhood safety concerns are a barrier for many students. There is a lack of safe parks for children to play and many students feel unsafe in their neighborhoods. There is a lack of positive role models in the lives of some students.

## 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	76	72	94.7	72	2380.1	14	11	29	46
Grade 4	83	80	96.4	80	2448.2	18	29	16	38
Grade 5	65	62	95.4	62	2463.5	8	27	18	47
Grade 6	64	62	96.9	62	2514.8	11	37	29	23
All Grades	288	276	95.8	276		13	26	23	38

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	14	36	50	19	42	39	7	57	36	13	40	47
Grade 4	16	49	35	28	38	35	9	61	30	19	49	31
Grade 5	13	39	48	19	44	37	5	60	35	15	60	26
Grade 6	10	44	47	29	50	21	5	79	16	13	68	19
All Grades	13	42	45	24	43	33	7	64	30	15	53	32

#### Conclusions based on this data:

1. The CAASPP indicate that students are struggling in ELA, particularly in the claims Listening and Research/Inquiry. Only 39% of all the students met or exceeded the standard. Only 16% of ELs met or exceeded the standard. ELs need more language and literacy support. Only 7% of all students scored Above Standard on the Listening claim, and only 15% of all students scored Above Standard on the Research/Inquiry claim. In math, only 28% of all students met and exceeded the overall standard. Only 13% of ELs met or exceeded the standard. CAASPP data indicates that students are struggling with the claim Concepts and Procedures.



## 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	76	75	98.7	75	2381.9	9	19	21	51
Grade 4	83	82	98.8	82	2435.7	6	21	40	33
Grade 5	65	63	96.9	63	2468.4	13	11	27	49
Grade 6	64	62	96.9	62	2504.6	18	18	24	40
All Grades	288	282	97.9	282		11	17	29	43

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	19	24	56	19	29	51	12	49	37
Grade 4	15	30	55	7	54	39	12	44	44
Grade 5	17	22	60	17	29	54	11	37	52
Grade 6	26	31	44	11	45	44	19	39	42
All Grades	19	27	54	13	40	46	13	43	44

#### Conclusions based on this data:

1. In math, only 28% of all students met and exceeded the overall standard. Only 13% of ELs met or exceeded the standard. CAASPP data indicates that students are struggling with the claim 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					3	38	3	38	2	25	8
<b>1</b>	2	3	15	25	28	46	12	20	4	7	61
<b>2</b>	2	5	11	27	18	44	6	15	4	10	41
<b>3</b>	4	8	8	15	20	38	13	25	8	15	53
<b>4</b>			10	29	17	50	3	9	4	12	34
<b>5</b>			14	61	5	22	4	17			23
<b>6</b>			2	11	9	50	6	33	1	6	18
<b>Total</b>	8	3	60	25	100	42	47	20	23	10	238

#### Conclusions based on this data:

1. There should be fewer intermediate and more early advanced and advanced students in the upper grades. More focus needs to be placed on the needs of long-term English learners.
2. Looking at CELDT scores, from 2014-2015 to 2015-2016, the students showed growth in all levels, especially in Early Advanced. In 2014-2015, only 13% were at Early Advanced. In 2015-2016, that percentage increased to 27%.

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	1	16	21	21	28	37	49	75
<b>1</b>	2	3	16	24	29	44	12	18	7	11	66
<b>2</b>	2	4	11	24	18	40	6	13	8	18	45
<b>3</b>	4	7	8	14	20	35	13	23	12	21	57
<b>4</b>			10	27	17	46	3	8	7	19	37
<b>5</b>			14	58	5	21	4	17	1	4	24
<b>6</b>			2	11	9	50	6	33	1	6	18
<b>Total</b>	8	2	62	19	114	35	65	20	73	23	322

#### Conclusions based on this data:

1. CELDT scores, from 2014-2015 to 2015-2016, demonstrate that students showed growth in all levels, especially in Early Advanced. In 2014-2015, only 13% were at Early Advanced. In 2015-2016, that percentage increased to 27%.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	316	257	238
Percent with Prior Year Data	100.0%	100.0%	99.6%
Number in Cohort	316	257	237
Number Met	183	156	131
Percent Met	57.9%	60.7%	55.3%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	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	333	74	293	56	276	42
Number Met	79	36	63	21	51	16
Percent Met	23.7%	48.6%	21.5%	37.5%	18.5%	38.1%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No	No	No

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

#### Conclusions based on this data:

1. Kennedy continues to decline in the percentage of students who have met AMAO I (Adequate Yearly Progress in Learning English).
2. Kennedy did not meet AMAO 2 EL students meeting target. The cohort of students with more than 5 years of instruction increased the % meeting the goal by .06. The cohort of students with less 5 years of instruction has decreased the 5 meeting targets by 5.2% since 2012-2013.
3. Data for AMAO 3 are not yet available.

## 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1. In addition to focusing on the language needs of long-term English Learners, Kennedy also needs to focus on the math needs of long-term English Learners.

## 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:

<b>SUBJECT: Pupil Outcomes</b>
<b>LEA GOAL:</b>
Ensure that all students meet grade level standards in literacy and mathematics
<b>SCHOOL GOAL #1:</b>
<p>80% of Kennedy's students will be At/Near or Above Standard in the Listening and Research/Inquiry claims on the CAASPP, and 50% of Kennedy's students will be At/Above grade level on the STAR Renaissance Reading.</p> <p>Kennedy School will meet or exceed the AMAO goals for English Language Development. Kennedy School will increase the percentage of English Language Learners meeting grade level standards in ELA and math by at least 10%.</p> <p>AMAO 1-By June 2017 the percentage of English Learners making annual progress in learning English will increase by at least 10% in order to achieve state defined expectations, as measured by annual CELDT results.</p> <p>AMAO 2-By June 2017, the percentage of English Learners in language instruction educational programs with fewer than 5 years attaining English language proficiency will increase by at least 5%; the percentage of English learners in language instruction educational programs with 5 or more years attaining English language proficiency will increase by at least 5%, in order to achieve state-defined expectations for meeting the CELDT criterion for English language proficiency. By June 2017, the percentage of ELL students scoring proficient on district benchmarks will increase by at least 10% in ELA and math in order to achieve the state-defined expectations.</p>
<b>Data Used to Form this Goal:</b>
STAR Renaissance in reading and math, SBAC scores, writing assessments, and ELD unit assessments, attendance and enrollment data.

**Findings from the Analysis of this Data:**

The CAASPP indicate that students are struggling in ELA, particularly in the claims Listening and Research/Inquiry. Only 39% of all the students met or exceeded the standard. Only 16% of ELs met or exceeded the standard. ELs need more language and literacy support. Only 7% of all students scored Above Standard on the Listening claim, and only 15% of all students scored Above Standard on the Research/Inquiry claim. In math, only 28% of all students met and exceeded the overall standard. Only 13% of ELs met or exceeded the standard. CAASPP data indicates that students are struggling with the claim Concepts and Procedures.

STAR Renaissance ELA indicates that students showed double digit growth. At the beginning of the year, 17% of students were reading at their Instructional Reading Level. By mid-year, 35% of students were at that level. That is an increase of 18%. For math, students improved by 5%, from 42% to 47%.

According to the Kindergarten Readiness ELA, the students improved by 39%, from 27% at the beginning of the year to 66% mid-year. For math, the students improved by 27%, from 30% to 57%.

Looking at CELDT scores, from 2014-2015 to 2015-2016, the students showed growth in all levels, especially in Early Advanced. In 2014-2015, only 13% were at Early Advanced. In 2015-2016, that percentage increased to 27%.

Kennedy's results for AMAO 1 show that 55.3% of ELL students made adequate progress in learning English in 2014-2015 which does not meet the target of 60.5%. Kennedy's results for AMAO 2 indicate that students also didn't meet the target of 24.2% (Kennedy is at 18.5%) and 50.9% (Kennedy is at 39.1%), for less than 5 years cohort and 5 years or more cohort, respectively. Kennedy met the AMAO 3 target.

Writing assessment is in process.

**How the School will Evaluate the Progress of this Goal:**

Formative and summative assessments, (CST Science, SBAC assessments, CELDT, reading writing and math Benchmarks, DRA, Interim SBAC assessments and unit tests).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the Common Core State Standards for math	August -June	Teachers and Principal.	Other books	4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
Continue to implement the current state adopted textbooks and monitor full implementation with uniform monitoring tools.	August - June		Instructional Materials	4000-4999: Books And Supplies	LCFF Concentration	5,486.00
Provide teachers with various supplemental materials including Measuring Up Math,ST math, and materials and manipulatives to assist in teaching the Engage NY and Common Core.	August - June	Principal and Curriculum Support Specialist	Reprographics	5000-5999: Services And Other Operating Expenditures	Title I	500.00
			Equipment Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Title I	5000.00
			math manipulatives	4000-4999: Books And Supplies	Title I	450.00
			Repair contracted equipment	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	750.00
Administer District Benchmark assessments three times a year as well as formative assessments at least every six weeks. Administer performance assessments at least twice per year. Analyze assessment data in PLC collaboration meetings. Use the data analysis to modify instruction and to provide appropriate and effective interventions for all students.	August - June	Curriculum Support Specialist, teachers, and Principal.				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Utilize a three-tiered response to math intervention. Provide differentiated math instruction to all students. Provide daily intervention during Math Support time. Implement SBE approved intervention materials daily in all classrooms with all students including ST math.</p> <p>Provide targeted after-school interventions to small groups of students in grades K-6. Approved intervention plans will be required.</p> <p>Provide targeted push-in intervention during the day to small groups of students. Grade levels and students are determined by analysis of assessment data.</p> <p>Use pre and post assessment data to evaluate the effectiveness of interventions.</p>	August - June	C.S.S. and teachers	Reprographics	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	200.00
	August - June	Teachers	Licensing Agreement	5800: Professional/Consulting Services And Operating Expenditures	Title I	3750.00
	August-June	Teachers	Teacher provided after-school intervention.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2500.00
	August - June	Teachers	Instructional Assistantts	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5000.00
	August - June	Instructional Assistants				
	October - April	Teachers, Curriculum Support Specialist				
Teachers will participate in professional development acitivities for math related to the Common Core State Standards.	August-June	Teachers and DSC	Substitute	1000-1999: Certificated Personnel Salaries	Title I	500.00
			Travel and conference	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the Common Core State Standards for English Language Arts. Provide consumable support materials for Pearson Reading Street.	August - June	Teachers and Principal	Other books	4000-4999: Books And Supplies	LCFF Supplemental	3000.00
			Reprographics	5700-5799: Transfers Of Direct Costs	Title I	500.00
	August - June	Teachers and Principal	Equipment Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3500.00
			Other Books	4000-4999: Books And Supplies	LCFF Supplemental	1000.00
August - June	Principal, Curriculum Specialist, and Teachers	Instructional materials	4000-4999: Books And Supplies	LCFF Supplemental	6,000.00	
		Other Lease Rental	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3,000.00	
Provide teachers with various supplemental materials including, Calkins Writing Units of Study, literature, digital reading programs, and materials to assist in teaching the Common Core.	August - June	Curriculum Support Specialist and Principal				
Administer District Benchmark assessments three times a year as well as formative assessments at least every six weeks. Administer performance (writing) assessments at least twice per year. Analyze assessment results in PLC collaboration meetings. Use the data analysis to modify instruction and to provide appropriate and effective interventions for all students.	August - June	Teachers and Curriculum Support Specialist	Reprographics	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	200.00

Provide differentiated reading and ELA instruction for all students.	August - June	Teachers	Other teacher intervention	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5,000.00
Provide daily intervention during ELA Support time.	August - June	Teachers	Licensing Agreement	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	5,000.00
Implement the Lexia Reading program for all primary grades to supplement and differentiate reading instruction.	August - June	Teachers	Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF Concentration	14,704.00
Implement SBE approved intervention materials daily in all classrooms with all students.	October - April	Teachers	Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF Supplemental	11,485.00
Provide targeted after-school interventions to small groups of students in grades K-6. Approved intervention plans will be required.	August-June	Principal	Contracted Services- Reading Partners	5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	15,000.00
Provide an instructional assistant to push in and work with small groups of struggling students.	January - April	Teachers and SES Provider				
Provide targeted students after-school Supplemental Educational Services (SES) reading intervention.	August - June	Instructional assistants and retired teachers				
Provide targeted push-in intervention during the day to small groups of students. Grade levels and students are determined by analysis of assessment data.	September - June	Reading Partners tutors				
Implement the Reading Partners one on one tutoring program with targeted students.	October and May	Principal				
		Teachers and Curriculum Support Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use SDAIE, Structured Academic Discourse, Academic and Content Vocabulary to support specific content as well as using academic vocabulary and language structures appropriate to the students' English Proficiency levels. Provide training in GLAD strategies for all teachers.	Teachers, CSS	Aug.-June	Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	17,000
			Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	Title I	22,800.00
Provide an after-school intervention program for ELL students focusing on newcomers.	Teachers, Curriculum Support Specialist	Aug. -June	Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5,000.00
Monitor ELD time, materials, and instruction for all English Learners.	Principal, CSS, LEA		Instructional materials	4000-4999: Books And Supplies	LCFF Supplemental	1500.00
Implement a research-based writing program as a supplement to the adopted ELA and ELD programs.	August-June	Teachers, Principal, Curriculum Support Specialist	Instructional materials	4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
Focus on grammar and usage in both oral and written language in the classroom.	August-June	Teachers, Principal	Reprographics	5000-5999: Services And Other Operating Expenditures	Title I	500.00
All English Learners will receive rigorous differentiated instruction in Reading/Language Arts and Mathematics Common Core grade-level standards while meeting their ELD and academic needs.	August-June	Teachers, Principal, Curriculum Support Specialist	Instructional Materials	4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
			Instructional materials	4000-4999: Books And Supplies	Title I	1,000.00
Kennedy School will monitor EL progress to insure EL success in core classes.	August-June	Teachers, Curriculum Support Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase additional ELD materials for newcomers to supplement the district adoption. Continue to implement Imagine Learning.	August-June	Teachers, Curriculum Support Specialist	Other books	4000-4999: Books And Supplies	LCFF Supplemental	2,000.00
			Licensing Agreement	5700-5799: Transfers Of Direct Costs	LCFF Concentration	5000.00
			Non-capital assets-equipment	4000-4999: Books And Supplies	LCFF Supplemental	500.00
Administer CELDT annually for all ELL students and use to appropriately place them in ELD groups as well as to identify and modify instruction for ELLs.	August-October	Retired teachers and instructional assistant	sub teachers	1000-1999: Certificated Personnel Salaries	LCFF Concentration	5500.00
Provide after-school program K-1 and for at risk students.	August-June	CORAL				
Work with Partners in School Innovation to identify strengths, challenges and opportunities for improvement in all areas. Develop and implement an improvement plan to address the areas of need.	August-June	Principal, CSS, ILT and teachers				

## 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:

<b>SUBJECT: Conditions For Learning</b>
<b>LEA GOAL:</b>
Ensure all students have access to highly qualified teachers and a standards-aligned curriculum. All facilities will be well-maintained and in good repair.
<b>SCHOOL GOAL #2:</b>
Kennedy School will maintain a safe, orderly, and nurturing learning environment that is conducive to learning. Teachers will receive training for all new programs they are asked to teach and all new strategies that they are asked to use. They will receive reviews and updated training in areas of need and school focus.
<b>Data Used to Form this Goal:</b>
Classroom-walk thrus and observations Discipline data School-wide surveys Parent feedback at LCAP meeting and ELAC
<b>Findings from the Analysis of this Data:</b>
During formal classroom walk-thrus with ICLE, students were observed to be happy and safe. In all classrooms visited, the level of engagement was at the meeting or exceeding level on the ICLE rubric for student learning. Teachers were observed using a variety of engagement strategies such as technology, cooperative learning, and collaborative problem solving. Students were observed to be fully engaged and committed to learning. They were observed participating in collaborative problem solving and discussions. Occasionally interdisciplinary applications were demonstrated. In most classrooms visited the level of rigor and relevance noted was at the developing level. The level of rigor and relevance needs to be increased. Students do not routinely use higher order thinking skills.  The school wide bullying program provided by Kaiser was effective in decreasing the number of bullying incidents.  Discipline data shows that there were fewer citations, office referrals, and suspensions than in the year 2015-2016. Parent feedback at the LCAP meeting indicates a desire for more noon duty supervisors and someone in the office who speaks Spanish as well as a person skilled in first aide. Parents indicate satisfaction with the recreation program provided through Little Heroes.
<b>How the School will Evaluate the Progress of this Goal:</b>
Classroom observations and walk-thrus, discipline data, formative assessments, and parent surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive professional development training in the implementation of the Common Core State Standards and use of the implementation of the Rigor and Relevance Framework.	August-June	DSC, Teachers, CSS	Sub Teachers	1000-1999: Certificated Personnel Salaries	Title I	500.00
			Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	500.00
Implement the district professional development model to provide ongoing instructional support to teachers in the implementation of the SBE-adopted core instructional materials.	August-June	Principal, DSC	sub teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	500.00
Provide mentoring and coaching for new teachers.	August-June	BTSA Curriculum Support Specialist	District Funded			
Provide training in ST Math for new teachers.	August	Mind Institute				
Provide Training in Thinking maps	September and January	CSS and consultant	Consultant	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1,000
			Instructional Materials	4000-4999: Books And Supplies	Title I	1512.00
Provide professional development in research-based ELD and SDAIE strategies including but not limited to GLAD, structured discussions, and vocabulary development. Monitor implementation, and assess effectiveness of vocabulary instruction.	August-June	Curriculum Support Specialist and/or veteran teachers				
Teachers will participate in staff development in the area of STEM.	August-June	Curriculum Support Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer special education teachers professional development in differentiated instruction, direct instruction, grouping strategies, formative assessment, and data-based decision-making. Provide supplemental materials to special education teachers to support CCSS standard implementation.	August-June	DSC Special Education Dept. CSS	Instructional materials	4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
Provide training in the use of technology in the classroom to all teachers.	August-June	Site Tech Rep.	August - June	1000-1999: Certificated Personnel Salaries	LCFF Concentration	500.00
Continue to update and implement the School Safety Plan including Critical Response Protocols and student activities that pertain to the Safe School Plan.	August-June	Principal				



## 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:

<b>SUBJECT: Engagement</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #3:</b>
Kennedy School will maintain a safe, orderly, and nurturing learning environment that is conducive to learning. Kennedy School will fully implement the Science, Technology, Engineering, and Math (S.T.E.M.) focus at Kennedy and raise test scores by at least 10% in science. Kennedy School will effectively engage parents/guardians, business, and community members in the educational process.
<b>Data Used to Form this Goal:</b>
CST scores in science for 2014-2015 Attendance and discipline data for 2015-2016. Student, staff, and parent spring 2015 surveys and LCAP feedback. Classroom walk-thrus, Parent participation sign-in sheets, ELAC Needs Assessment
<b>Findings from the Analysis of this Data:</b>
As evidenced by parent sign-in sheets, parent participation has declined together with pupil enrollment. Feedback from parents indicate a need for a person in the office who speaks Spanish, more noon duty supervisors, and more positive behavior programs. During walk-thrus with ICLE staff and ILT team members, Kennedy students were observed using technology to solve real life problems. They used previous knowledge to solve problems and create solutions. After the fifth year of implementation of the S.T.E.M. school program, CST scores in science has continued to improve. On average, Kennedy's scores exceeded the district's average science scores.

**How the School will Evaluate the Progress of this Goal:**

CST science scores, benchmark scores, and attitudinal surveys  
 Discipline data from Infinite Campus as well as spring 2016 surveys.  
 Classroom observations  
 Formative assessments  
 Parent Surveys  
 Sign-in sheets showing parent participation in school governance committees and other activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to update and implement the School Safety Plan including Critical Response Protocols and student activities that pertain to the Safe School Plan.	August-June	Principal				
Continue to implement the BEST Behavior (Building Positive Behavior Supports) program at Kennedy. Provide incentives for positive behavior. Maintain Little Heroes role model program at Kennedy.	August - June	Teachers	Instructional materials	4000-4999: Books And Supplies	LCFF Supplemental	275.00
Provide adequate and effective supervision before and after school and during recesses.	August - June	Principal, Noon duty supervisors, teachers	Noon duty supervisor	0000: Unrestricted	General Fund	10,000.00
Provide a recreation program during recesses as well as a PE program.	August- June	Little Heroes	Contracted services	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	26,000.00
			Instructional materials	4000-4999: Books And Supplies	LCFF Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide violence and substance abuse awareness and prevention within the health education program including implementation of the Kaiser "The BEST Me" health program and Participation in Red Ribbon Week activities.	August-June	Kaiser, Principal, teachers	Instructional Materials	4000-4999: Books And Supplies	LCFF Supplemental	395.00
Continue implementation of the Safety Patrol program.	August-June	Principal and upper grades students				
Continue to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for at-risk students and students with intensive needs.	August - June	School Psychologist, Alum Rock Counseling Center, Foothill Community Health Center				
Provide information to staff and parents regarding the district anti-smoking, drug, alcohol, and sexual harassment policies.	August	Principal	Reprographics	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	200.00
Recognize student success with Student of the Month assemblies, Cougar Paws, Math Masters T-Shirts, and Reclassification awards.	August - June	Teachers	office supplies reprographics	4000-4999: Books And Supplies 5700-5799: Transfers Of Direct Costs	LCFF Supplemental Title I	400.00 200.00
Implement Project Cornerstone Expect Respect Program	August - June	Principal, teachers, Project Cornerstone staff				
Assist families with parenting skills and supporting home conditions to help students be successful.	August - June	Foothill Community Health Center	Reprographics Reprographics	5000-5999: Services And Other Operating Expenditures 5700-5799: Transfers Of Direct Costs	LCFF Supplemental Title I	245.00 250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Conduct effective communications from school to home and from home to school about school programs and student progress.</p> <p>Inform parents of grade level expectations and standards and involve them in curriculum-related activities and decisions.</p> <p>Conduct monthly SST meetings.</p> <p>Provide translators when needed for conferences, SST meetings and IEPs.</p>	August - June	Principal, teachers, community liaison, translators	Translator	2000-2999: Classified Personnel Salaries	Title I	500.00
			Translator	2000-2999: Classified Personnel Salaries	LCFF Supplemental	500.00
			reprographics	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	100.00
			sub substitute teachers	1000-1999: Certificated Personnel Salaries	Title I	1820.00
<p>Include families as participants in school decisions and develop parents leaders. Conduct monthly ELAC and SSC meetings and elect parent representatives to the DELAC and DAC committees.</p>	August-June	Community Liaison Principal	Food For Meetings	4000-4999: Books And Supplies	LCFF Supplemental	300.00
			Reprographics	5700-5799: Transfers Of Direct Costs	Title I	100.00
<p>Implement the Project Cornerstone ABC and "Los Dichos" parent programs and Bring-Me-A-Book Campaign.</p>	September - June	Parents, Project Cornerstone staff, teachers				
<p>Provide abundant opportunities for parents and community members to volunteer to support the school.</p>	August-June	Principal, teachers				
<p>Coordinate Resources and services from the community for families, students and the school.</p>	August-June	Foothill Community Health Center, CORAL				
<p>Provide computer classes and nutrition programs for parents,</p>	September-May	Media Aide				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Integrate S.T.E.M. into all subject areas. Use S.T.E.M. to enhance the implementation of the Common Core.</p> <p>Use digital instruction and intervention programs such as ST Math, and Imagine Learning.</p> <p>Partner with Dell/Wyse, Hitachi and other technology companies to provide technological resources to our students and teachers.</p> <p>Teach keyboarding skills using both computers and chrome books.</p> <p>Provide after-school science program to upper grades and GATE students with a focus on tech challenges.</p> <p>Continue to provide and train a Mouse Squad to assist with technology.</p> <p>Provide science buddies from the upper grades to mentor primary students.</p>	August-June	Principal, teachers	Non-Capital Assets-Computers	4000-4999: Books And Supplies	LCFF Supplemental	2500.00
			Computer Supplies	4000-4999: Books And Supplies	LCFF Supplemental	2,000.00
			Reprographics	5700-5799: Transfers Of Direct Costs	Title I	500.00
			Non-capital assets-Equipment	4000-4999: Books And Supplies	LCFF Supplemental	500.00
			Non-Capital assets-Computer	4000-4999: Books And Supplies	LCFF Concentration	1,000.00
			Teachers, media aide			
	CORAL					
	Teachers					
Partner with the Museum of Technology to provide monthly grade level field trips including lab experiences for students, family days at the Tech, a family night at Kennedy, participation in the Tech Challenge, teacher coaching and other supports for the STEM School concept.	August-June	Principal, teachers, Tech museum staff				

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pupil Outcomes</b>
<b>SCHOOL GOAL #1:</b>
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	6110.97
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. Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF Supplemental Title I Part A: Allocation	9561.90 6031.82
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	8480.87
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 Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF Supplemental Title I	611.10 572.40

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	39568.54
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	744.12
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	14309.96
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1431.
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	305.55
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	8310.92
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	26864.63
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	916.65
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	1833.29
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4006.79

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	611.10
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	24443.89
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	5499.88
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	7760.93
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	763.87
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	2872.16
			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	5723.98
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	6005.15



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	110688.28
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	1217.61
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	13381.47
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	288.51
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	343.44
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	1679.58
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		305.55
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	19742.53
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	13270.04
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2828.36

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Consultants	5000-5999: Services And Other Operating Expenditures	LCFF Base	5000.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions for Learning</b>
<b>SCHOOL GOAL #2:</b>
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	21482.11
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	21331.02
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1374.97
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	15370.32
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	126529.02
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	48388.21

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	183329.17
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6110.97
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	6983.26
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1915.65
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	987.78
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3434.39
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5266.07
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	105.89
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	858.60
			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	7154.98

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	15277.43
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4337.43
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2289.59
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	114.48
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	57.24
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	686.88
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1527.74
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	24443.89
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6716.02

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	18053.88
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	1099.98

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement</b>
<b>SCHOOL GOAL #3:</b>
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	8116.10
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	611.10
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1339.86
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	5499.88

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	1955.51
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4325.59
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4583.23
			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	1894.40
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	638.51
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	288.51
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	611.10
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	3055.49



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	21240.16
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	860.64
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	457.92
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	122.22

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	7502.87
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4980.99
			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	183.33

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	14,704.00
4000-4999: Books And Supplies	LCFF Concentration	6,486.00
5000-5999: Services And Other Operating	LCFF Concentration	1,250.00
5700-5799: Transfers Of Direct Costs	LCFF Concentration	5,000.00
5800: Professional/Consulting Services And	LCFF Concentration	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	26,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	21,985.00
4000-4999: Books And Supplies	LCFF Supplemental	24,870.00
5000-5999: Services And Other Operating	LCFF Supplemental	7,245.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental	5,700.00
5800: Professional/Consulting Services And	LCFF Supplemental	26,000.00
1000-1999: Certificated Personnel Salaries	Title I	2,820.00
2000-2999: Classified Personnel Salaries	Title I	500.00
4000-4999: Books And Supplies	Title I	2,962.00
5000-5999: Services And Other Operating	Title I	6,000.00
5700-5799: Transfers Of Direct Costs	Title I	2,050.00
5800: Professional/Consulting Services And	Title I	26,550.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	40,882.00	0.00
LCFF Supplemental	111,800.00	0.00
LCFF Concentration	48,440.00	0.00

Funding Source	Total Expenditures
General Fund	10,000.00
LCFF Concentration	48,440.00
LCFF Supplemental	111,800.00
Title I	40,882.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	10,000.00
1000-1999: Certificated Personnel Salaries	34,820.00
2000-2999: Classified Personnel Salaries	37,189.00
4000-4999: Books And Supplies	34,318.00
5000-5999: Services And Other Operating Expenditures	14,495.00
5700-5799: Transfers Of Direct Costs	12,750.00
5800: Professional/Consulting Services And Operating	67,550.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	157,325.00
<b>Goal 2</b>	5,512.00
<b>Goal 3</b>	48,285.00

## 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
Linda Barker	X				
Linda Sizelove					
Linda Burge		X			
Jeff Carver		X			
Allan Wall		X			
Gloria Abarca				X	
Graciela Mestizo				X	
Diana Zuniga				X	
Vincent Lopez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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 May 20, 2016.

Attested:

Linda Barker		
Typed Name of School Principal	Signature of School Principal	Date

Vincent Lopez		
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

\_\_\_\_\_  
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 20, 2016.

Attested:

Linda Barker

\_\_\_\_\_  
Typed Name of School Principal



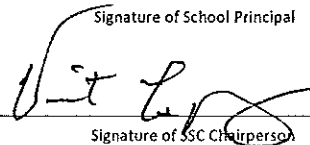
\_\_\_\_\_  
Signature of School Principal

5-20-16

\_\_\_\_\_  
Date

Vincent Lopez

\_\_\_\_\_  
Typed Name of SSC Chairperson



\_\_\_\_\_  
Signature of SSC Chairperson

5-20-16

\_\_\_\_\_  
Date

# Site Council

## S.I.P.S.A. Approval

Name	Date
Gloria Valdez	5/20/16
Fit Lopez	5-20-16
Ely Lopez	
EUSEBIA CERVANTES	5/20/16
Linda Burp	5/20/16
Allan Wall	5/20/16
JRC	5/20/16