

The Single Plan for Student Achievement



School: Stonegate TK-8 School
CDS Code: 43-69450-6071542
District: Franklin-McKinley Elementary School District
Principal: Kim Alan Sheffield
Revision Date: April 22, 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: Kim Sheffield
Position: Principal
Phone Number: (408) 363-5625
Address: 2605 Gassmann Drive
San Jose CA, 95121
E-mail Address: kim.sheffield@fmsd.org

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School Vision and Mission

Stonegate TK-8 School's Vision and Mission Statements

Stonegate School is a Professional Learning Community where we believe that all students will learn at high levels. We work towards achieving this by focusing on learning, having a collaborative culture, and being results oriented.

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 Stonegate TK-8 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

Stonegate School is a TK-8 school in the Franklin-McKinley School District. We are 48% Asian, 44% Latino, and the other 8% is a mix of other ethnicities. Our enrollment in 2015-16 is 750 students. 70% of our students are on free/reduced lunch.

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).

Our parents, students, and staff are happy to be at Stonegate! 92% of parents believe the school has high expectations for their children and 92% also believe their children are learning at high levels. 81% of students say they like school and over 85% said they like learning. 95.5% of staff like Stonegate as a place to work.

Classroom Observations

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

The principal has a goal to be in each classroom on a weekly basis throughout the school year. The staff decides together what specific instructional practices we want feedback on and get that feedback to improve practice and maintain positive, effective practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers use the results of all assessments from the state tests to district level assessments to common formative assessments to checking for understanding during a lesson to gauge student progress and what they can do to improve instruction and learning.

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

Teachers use the results of all assessments from the state tests to district level assessments to common formative assessments to checking for understanding during a lesson to gauge student progress and what they can do to improve instruction and learning.

Staffing and Professional Development

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

100% of teachers are highly qualified.

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

All teachers are trained on an on-going basis in curriculum and instruction.

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

All staff development is geared towards improving student learning by improving instruction, analyzing data, and meeting the needs of all students.

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

Through the use of the Professional Learning Communities (PLC), Stonegate teachers work in deeply collaborative ways to improve each others practices as educators.

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

Teachers meet weekly for PLCs and collaborate on curriculum, assessment, interventions, and other necessities to improve student learning.

Teaching and Learning

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

All instruction, assessment, and materials are aligned to the Common Core standards.

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

Stonegate adheres closely to the recommended instructional minutes for Reading/Language Arts and Mathematics.

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

Lessons are paced according to student needs, including before and after school interventions.

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

All students have the necessary and appropriate 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)

All students/teachers have the necessary State Board of Education adopted and Common Core aligned instructional materials.

Opportunity and Equal Educational Access

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

All students with need are given numerous interventions to help them achieve grade level standards.

14. Research-based educational practices to raise student achievement

All instructional practices teachers use are research based.

Parental Involvement

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

Parents of under-achieving students are given all the resources the school, district, and community provide as needed.

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)

All budgetary spending is discussed and approved by the School Site Council. Each special interest is represented with voting membership on the Council.

Funding

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

Most discretionary financial resources are used to give more help to under-performing students.

18. Fiscal support (EPC)

Stonegate is fiscally responsible and accountable to the School Site Council and the Business Services Department of FMUSD.

Description of Barriers and Related School Goals

Our largest barrier to all students achieving is how to help our Latino subgroup perform at higher levels. It is a focus of Stonegate staff and parents to see these students perform higher each year and close the achievement gap using research-based strategies throughout the school day.

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	70	69	98.6	69	2410.1	16	23	33	28
Grade 4	93	92	98.9	92	2459.1	22	18	30	29
Grade 5	66	63	95.5	63	2499.9	17	33	21	29
Grade 6	95	94	98.9	93	2512.7	12	33	32	22
Grade 7	57	57	100.0	57	2529.5	4	37	32	28
All Grades	381	375	98.4	374		15	28	30	27

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	22	43	35	16	52	32	10	72	17	10	67	23
Grade 4	13	58	29	26	49	25	13	75	12	8	57	16
Grade 5	19	43	38	17	59	24	14	70	16	35	48	17
Grade 6	12	44	44	24	55	22	12	69	19	20	63	16
Grade 7	7	61	32	25	49	26	7	67	26	12	70	18
All Grades	14	50	36	22	53	25	11	71	18	17	61	18

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	70	70	100.0	70	2435.6	19	29	36	17
Grade 4	93	92	98.9	92	2485.0	22	28	35	15
Grade 5	66	63	95.5	63	2511.9	27	21	33	19
Grade 6	95	95	100.0	95	2498.4	8	19	36	37
Grade 7	57	57	100.0	57	2508.5	5	30	28	37
All Grades	381	377	99.0	377		16	25	34	25

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	17	56	27	29	46	26	29	51	20
Grade 4	32	41	27	21	50	29	28	51	21
Grade 5	33	30	37	21	49	30	25	41	33
Grade 6	15	37	48	6	54	40	14	58	28
Grade 7	21	35	44	5	58	37	12	63	25
All Grades	23	40	37	16	51	33	22	53	25

Conclusions based on this data:

1.

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	33	4	44	2	22			9
1	7	13	16	30	21	39	8	15	2	4	54
2	4	6	15	24	24	38	14	22	6	10	63
3	4	8	11	23	19	40	9	19	5	10	48
4	2	7	6	21	15	52	2	7	4	14	29
5			10	50	5	25	1	5	4	20	20
6			6	27	6	27	3	14	7	32	22
7	1	7	6	43	5	36			2	14	14
Total	18	7	73	28	99	38	39	15	30	12	259

Conclusions based on this data:

1.

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			4	6	16	25	17	27	27	42	64
1	9	14	18	28	23	36	10	16	4	6	64
2	4	6	17	26	25	38	14	21	6	9	66
3	4	8	11	22	19	39	10	20	5	10	49
4	2	7	6	21	15	52	2	7	4	14	29
5			10	50	5	25	1	5	4	20	20
6			6	23	6	23	5	19	9	35	26
7	1	7	6	43	5	36			2	14	14
Total	20	6	78	23	114	34	59	18	61	18	332

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	267	268	259
Percent with Prior Year Data	100.0%	100.0%	99.6%
Number in Cohort	267	268	258
Number Met	147	170	134
Percent Met	55.1%	63.4%	51.9%
NCLB Target	57.5	59.0	60.5
Met Target	No	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	304	46	291	45	266	52
Number Met	83	18	81	18	69	21
Percent Met	27.3%	39.1%	27.8%	40.0%	25.9%	40.4%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1.

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.

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:
Stonegate School will raise student achievement from the previous year.
Data Used to Form this Goal:
Site, District, and State Assessments
Findings from the Analysis of this Data:
Stonegate School makes progress each year in student achievement.
How the School will Evaluate the Progress of this Goal:
Site, District, and State Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire, train CELDT testers, and utilize them for testing.	Aug-Oct	Principal	CELDT	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5000
			CELDT tester/paperwork help	2000-2999: Classified Personnel Salaries	LCFF Supplemental	12086
Regroup students according to CELDT levels for instruction in specific needs of the students.	Ongoing	Teachers				
District assessments will be administered and results analyzed to plan next steps in instruction.	According to Assessment Plan	Principal, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In the weekly PLC meetings, teachers will review Latino student progress and discuss/plan improvements necessary in learning strategies and interventions.	Weekly all Year	Teachers, Principal				
All teachers will assess any low performing Latino student in reading 3 times per year, minimum, and report those findings to the PLC and principal.	3x Yearly TBD	Teachers, Principal	STAR Ren, DRA2	1000-1999: Certificated Personnel Salaries	Title I	5000
Interventions will be systematic and based on pertinent data.	Before School Starts, During the School Year	Teachers, Principal	2nd Grade August Intervention	1000-1999: Certificated Personnel Salaries	Title I	2500
			Paraprofessional help in classroom	2000-2999: Classified Personnel Salaries	LCFF Supplemental	19529
			Ongoing, During the Year Interventions	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	18125
			Paraprofessional help in classroom	2000-2999: Classified Personnel Salaries	LCFF Concentration	6325
			Library/Media Aide Help After School	2000-2999: Classified Personnel Salaries	LCFF Supplemental	18697
			A Retired Teacher for Tier 3	1000-1999: Certificated Personnel Salaries	Title I	12000
			Ongoing, During the Year Interventions	1000-1999: Certificated Personnel Salaries	Title I	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and students will have all supplies they need to be successful.	Ongoing	Principal	Supplies, Cell Phone	4000-4999: Books And Supplies	General Fund	600
			Supplies	4000-4999: Books And Supplies	LCFF Supplemental	35000
			Copier and Related Expenses	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	11900
			Supplies	4000-4999: Books And Supplies	Title I	2000
			Supplies	4000-4999: Books And Supplies	LCFF Concentration	1755
			Postage	5000-5999: Services And Other Operating Expenditures	General Fund	200
Teachers will assess students regularly using common formative assessments to assist in modifying instruction and groupings.	Ongoing	Teachers				
Books and other materials will be purchased for the Library to support students in Accelerated Reader, Common Core, Writers Workshop, and other needs.	Ongoing	Principal, Media Aide				
Teachers will help students develop academic language.	Ongoing	Teachers				
2 Chromebook Carts and other technology will be purchased for Student Technology/Curriculum Integration.	August 2016	Principal	Chromebooks, Cart, Mouse and Headphones for each, printer	4000-4999: Books And Supplies	Title I	25000
			Chromebooks, Cart, Mouse, and Headphones for each, printer	4000-4999: Books And Supplies	LCFF Concentration	5000
			IPads for teacher/student use	4000-4999: Books And Supplies	LCFF Concentration	13000
			Computer Supplies	4000-4999: Books And Supplies	LCFF Supplemental	8551

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will continue to do all that is necessary and effective to improve student achievement	Ongoing	All Staff	Benefits	3000-3999: Employee	LCFF Supplemental Benefits	
			Benefits	3000-3999: Employee	LCFF Concentration Benefits	
			Benefits	3000-3999: Employee	Title I Benefits	
Teachers will continue to implement our Effective First Teaching (EFT) initiative: Learning Objective posted, teach in small chunks, check for understanding, adjust lesson as needed (repeat the teaching/checking/adjusting part), assess at the end of the lesson, and provide interventions as needed; all for greater student achievement.	Ongoing	Principal, Teachers				
Teachers will provide enrichment for students who are at or above grade level in order to engage them in the learning process further.	Ongoing	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:

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:
Stonegate School will educate students in a learning environment that is safe, drug-free, and conducive to learning.
Data Used to Form this Goal:
Surveys
Findings from the Analysis of this Data:
Stonegate is a safe, nurturing environment for students.
How the School will Evaluate the Progress of this Goal:
Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be trained in research-based techniques for all students, ELs (specifically, Latino ELs) and utilize them.	Ongoing	Principal, Teachers	Substitutes for teachers to observe teachers	1000-1999: Certificated Personnel Salaries	LCFF Concentration	15000
All new teachers will be supported thru BTSA (new teacher support).	Ongoing	Principal, HR				
Staff will have all they need to be successful with students.	August 2016	Principal	Technology resources	4000-4999: Books And Supplies	LCFF Supplemental	3000
			Technology resources	4000-4999: Books And Supplies	LCFF Concentration	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Leadership Team (ILT) will meet monthly to plan and oversee implementation of District and School initiatives.	Ongoing	Principal				
Staff will have ongoing staff development to improve our ability to provide the best education possible for all students.	Ongoing	Principal	Writers Workshop Consultant	5000-5999: Services And Other Operating Expenditures	Title I	6000
			PLC Conference	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	4000
All staff will participate in the 7 Habits of Highly Successful People Training to look into using The Leader in Me (the school version of the 7 Habits) as a student empowering school-wide initiative.	August	Principal, Staff	7 Habits Training	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	12000
PLC Teams will have the CC learning strategies, including Writers Workshop, and Effective First Teaching as an ongoing item to discuss/plan on a weekly basis.	Ongoing	Principal, Teachers				
Teachers will meet weekly in PLCs to plan/implement instruction, plan/implement assessment, review data, and plan/implement interventions and enrichments.	Ongoing	Principal, Teachers				
Principal will do weekly walk-thru's to give feedback on specific strategies chosen by the staff for review and improvement.	Ongoing	Principal, Teachers				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Engagement
LEA GOAL:
Increase number of stakeholders who feel connected and safe at school. Increase the variety of strategies for parents to better support their child to be successful in school.
SCHOOL GOAL #3:
Students will be engaged in the learning process.
Data Used to Form this Goal:
Walk Thru data Surveys
Findings from the Analysis of this Data:
Students are highly engaged.
How the School will Evaluate the Progress of this Goal:
Walk Thru data Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All parents/guardians will be advised of the qualifications of their child's teacher at the beginning of the school year or upon request if there are changes to the teacher's qualification during the school year.	September	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student attendance will exceed 97.5% during the school year.	Ongoing	Principal, Teachers				
Students will be trained in required behaviors in each common area of the school and will be rewarded with Great GATORS Bucks when doing the right thing.	Ongoing	All Staff				
Parents will be provided numerous opportunities for meaningful involvement in the education process.	Ongoing	Principal	Interpreters	2000-2999: Classified Personnel Salaries	Title I	419
			Baby sitting	2000-2999: Classified Personnel Salaries	Title I	350
Have a Health Clerk on duty during the lunch hours.	Daily	Principal	Health Clerk + Benefits	2000-2999: Classified Personnel Salaries	LCFF Supplemental	14162
			Supplies	4000-4999: Books And Supplies	General Fund	750
Have weekly flag ceremonies where we reinforce GATORS behaviors.	Weekly	Principal				
Hire noon supervisors to monitor student behaviors and intervene as necessary.	Daily	Principal	Noon Duty Personnel	0000: Unrestricted	General Fund	29600
Regular assemblies and related classroom discussions to set expectations for behavior with students.	Periodic	Principal, Teachers				
7-8 Grades will participate in the K-8 Sports League	Ongoing	Principal	Coach Stipends, 3 seasons	1000-1999: Certificated Personnel Salaries	General Fund	600
			Transportation	5000-5999: Services And Other Operating Expenditures	General Fund	600
			Equipment	4000-4999: Books And Supplies	General Fund	525

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will opportunities to extend learning with study trips off school grounds.	Ongoing	Principal	Study Trips Busing and fees	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	4100
			Study Trips Busing and fees	5000-5999: Services And Other Operating Expenditures	General Fund	4650
Students, parents, and staff will be awarded for various accomplishments over the course of the school year.	Ongoing	Principal, 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

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	8960.26
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	14020.21
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8844.20
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	12435.14
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	896.03
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	839.28

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	58017.68
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	1091.07
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	20982.09
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	2098.21
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	448.01
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	12185.95
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	39390.47
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	1344.04
Technology consultant will work with FMDS 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	2688.08
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5874.99

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	896.03
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	35841.04
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	8064.23
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	11379.53
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	1120.03
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	4211.32
			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
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	8805.09

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	162297.55
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	1785.33
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	10620.69
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	423.03
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	503.57
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	2867.28
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		268.81
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	28947.64
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	19457.29
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4828.42

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	31498.31
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	31276.77
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2016.06
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	22536.85
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	185524.15
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	70949.58

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	268807.80
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	8960.26
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	10239.26
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2808.83
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1448.34
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5035.70
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	7721.41
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	155.27
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	1258.93
			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	10491.05

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	22400.65
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6359.79
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	3357.13
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	167.86
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	83.93
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	1226.27
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2240.06
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	35841.04
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	9847.42

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	26472.28
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	1612.85

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	11900.30
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	896.03
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1964.58
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	8064.23

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	2867.28
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6342.43
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	6720.19
			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	2777.68
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	936.22
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	423.03
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	896.03
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	4480.13

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	31143.55
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	1261.92
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	671.43
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	179.21

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	11001.14
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7303.42
			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	268.81

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	29,600.00
1000-1999: Certificated Personnel Salaries	General Fund	600.00
4000-4999: Books And Supplies	General Fund	1,875.00
5000-5999: Services And Other Operating	General Fund	5,450.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	15,000.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	6,325.00
4000-4999: Books And Supplies	LCFF Concentration	21,755.00
5000-5999: Services And Other Operating	LCFF Concentration	16,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	23,125.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	64,474.00
4000-4999: Books And Supplies	LCFF Supplemental	46,551.00
5000-5999: Services And Other Operating	LCFF Supplemental	16,000.00
1000-1999: Certificated Personnel Salaries	Title I	23,000.00
2000-2999: Classified Personnel Salaries	Title I	769.00
4000-4999: Books And Supplies	Title I	27,000.00
5000-5999: Services And Other Operating	Title I	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	56769	0.00
LCFF Supplemental	150150	0.00
LCFF Concentration	59080	0.00

Funding Source	Total Expenditures
General Fund	37,525.00
LCFF Concentration	59,080.00
LCFF Supplemental	150,150.00
Title I	56,769.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	29,600.00
1000-1999: Certificated Personnel Salaries	61,725.00
2000-2999: Classified Personnel Salaries	71,568.00
4000-4999: Books And Supplies	97,181.00
5000-5999: Services And Other Operating Expenditures	43,450.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	205,768.00
Goal 2	42,000.00
Goal 3	55,756.00

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
Kim Sheffield	X				
Margaret Allegretti		X			
Nanette Thomas		X			
Melanie Castillo		X			
Helena Gelardi			X		
Susan Zuniga				X	
Chris Nguyen				X	
Imee Afanador				X	
Liz Ramirez				X	
Brian Pham				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

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 .

Attested:

Kim Alan Sheffield

Typed Name of School Principal

Signature of School Principal

Date

Nanette Thomas

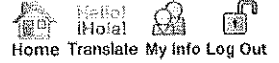
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Kim Sheffield
Stonegate Elementary School



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2016-17 Single Plan For Student Achievement	2016-05-09	View	View	View	24

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Current Section

Next Section

[School Site Council Membership](#)

Recommendations and Assurances

2 updated data fields saved successfully.

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All data saved.

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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- State Compensatory Education Advisory Committee _____
Signature
- 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

- 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.
- 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.
- This SPSA was adopted by the SSC at a public meeting on

Attested:

Kim Alan Sheffield

Typed Name of School Principal

Signature of School Principal

5.10.16

Date

Nonette Thomas

Typed Name of SSC Chairperson

Signature of SSC Chairperson

05-10-16

Date

Previous Section

Current Section

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[School Site Council Membership](#)

Recommendations and Assurances

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- To view the updated document, click 'View Current Document'.