

# The Single Plan for Student Achievement



**School:** Windmill Springs School  
**CDS Code:** 43-69450-6105795  
**District:** Franklin-McKinley Elementary School District  
**Principal:** Zarpana Rietman  
**Revision Date:** May 5, 2016

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

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

**Contact Person:** Zarpana Rietman  
**Position:** Principal  
**Phone Number:** (408) 363-5600  
**Address:** 2880 Aetna Way  
San Jose CA, 95121  
**E-mail Address:** [zarpana.rietman@fmsd.org](mailto:zarpana.rietman@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 .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations .....	5
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	9
CAASPP Results (All Students) .....	9
CELDT (Annual Assessment) Results .....	11
CELDT (All Assessment) Results .....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data) .....	14
Planned Improvements in Student Performance .....	15
School Goal #1 .....	15
School Goal #2 .....	22
School Goal #3 .....	27
Centralized Services for Planned Improvements in Student Performance .....	30
Centralized Service Goal #1 .....	30
Centralized Service Goal #2 .....	34
Centralized Service Goal #3 .....	38
Summary of Expenditures in this Plan .....	42
Total Expenditures by Object Type and Funding Source .....	42
Total Expenditures by Funding Source .....	43
Total Expenditures by Object Type .....	44
Total Expenditures by Goal .....	45
School Site Council Membership .....	46
Recommendations and Assurances .....	47

## **School Vision and Mission**

### **Windmill Springs School's Vision and Mission Statements**

Windmill Springs School, located off of McLaughlin in the southeast section of San Jose between Tully Road and Capitol Expressway in the Franklin-McKinley School District, is one of 16 schools in the District and serves over 500 Transition to Kindergarten through Eighth Grade students.

The students, families, staff, and greater community of Windmill Springs School are dedicated to cultivating each student's academic growth, as well as their physical, emotional, and social well-being, all the while recognizing every students' unique abilities to think, learn, and create. By encouragement and modeling, we challenge everyone to be respectful and compassionate. By teaching Common Core Standards through authentic, engaging curriculum in a safe environment, we are becoming reflective, lifelong global learners, planting seeds to change the world.

Windmill Springs School has developed a comprehensive school plan, which serves as a guide to assist us in improving student achievement. There are three goals that are the focus of our comprehensive plan.

Windmill Springs School's first focus is on quality initial classroom instruction. This includes 30-45 minutes each of math and ELA intervention in every class, designed to meet the needs of all learners. In addition, in the 2016-17 school year, Windmill Springs will be offering targeted, standards based afterschool intervention in three to six week cycles, taught by staff members who choose to participate. In our tier 3 level intervention, we offer special education support in the form of our RSP, speech and Autism programs for students who qualify. CORAL is a low-cost (\$60/year) reading-centered afterschool program offered in grades 1-6. Parents partner with us through the SST process and parent conferences to make timely and systematic interventions when students need academic and/or social-emotional help.

### **FUTURE SCHOOL FOCUS**

In order to realize our goal of becoming reflective, lifelong global learners, planting the seeds to change the world, Windmill Springs School has developed and will refine a school wide Positive Behavior Intervention Program. The goal will be to continue to empower Windmill students with the wherewithal and tools to find primary and alternate solutions to real-world problems.

Cultivating innovators who are prepared to compete in the world market of ideas and careers first starts with ensuring every student is at or above grade level. High quality academics, research based accountability and professional support for teachers, aligned resources and creating a broader support system for the community and families will provide the cornerstone to ensure we prepare students to excel harnessing 21st-century opportunities. In their journey to proficiency and beyond, students will become regular users of technology working for optimizing learning through such tools. Instruction will be explicit and direct, challenging students with rigorous, relevant and engaging academic work. Students will be able to effectively communicate their ideas and apply their knowledge through creating models, extending their understanding into creating. In addition, the value of parent and community engagement will be harnessed through workshops and classes for parents, guardians and grandparents that will be offered on campus. Windmill Springs School will continue to explore every opportunity to bring the community closer to becoming an active part of the Schools drive for Excellence.

## **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 Windmill Springs 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

Windmill Springs, a California Distinguished School, is located near the intersection of Capitol Expressway and McLaughlin Avenue and is one of 16 schools in the Franklin-McKinley School District and one of three TK-8 schools. It is not uncommon for a student to spend his or her entire elementary and middle school career at Windmill Springs. Giving meaning to our creed, “It is not what we teach – it is what they learn,” our focus is on learning. We maintain high standards and immerse students in authentic, engaging and rigorous standards based instruction and grade level curriculum . For 30-45 minutes each day (each in ELA and Math) we offer targeted and challenging intervention. During this time of day, students who below academic proficiency work on skill-based learning activities geared to preparing them to understand the grade-level content provided in the core instruction. Students who are proficient in the standards receive conceptual reinforcing and strengthening activities during this time. And advanced students are give the opportunity to expand their knowledge base by applying their understanding through creativity. We also have programs providing enrichment through the GATE program. In addition, assisting students in building language proficiency are our daily Lexia and Reading Plus online programs.

Through encouragement and modeling, we challenge all students on our campus to be respectful, compassionate, global contributors. Many programs at Windmill Springs provide students with the opportunity to explore their potential and develop positive character traits. Our PBIS program supports the idea that discipline is seen as an opportunity to teach students how to handle similar challenges in the future and communicate our expectation that they will change their behavior accordingly. Our goal is to provide a safe, meaningful, well-rounded educational experience that produces diligent, disciplined, compassionate and motivated young people who will make a positive impact on our world.

A student who attends Windmill Springs will have achieved his or her academic potential in the areas such as:

\* Language skills of listening, speaking, reading and writing

- Math skills of computation and problem solving
- Critical thinking skills (the above skills will be integrated throughout the other curricular areas)

A student who attends Windmill Springs will demonstrate acceptable social skills and behavior by:

- Being safe, respectful and responsible
- Accepting differences
- Demonstrating leadership qualities
- Following rules of common courtesy

A student who attends Windmill Springs will value being active and physically fit through:

- Engaging in consistent, regular exercise
- Exhibiting good sportsmanship

\* Weekly Power Walk

A student who attends Windmill Springs will have an appreciation for fine arts evidenced by:

- Participation in visual arts
- Participation in performing arts (talent show, etc)
- Having been exposed to some of the great works and masters

A student who attends Windmill Springs will demonstrate computer skills in:

- Keyboarding
- Word processing
- Internet research

\*Utilizing Google Docs and Google Classroom

## **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).

Surveys indicate that the Parent Teacher Organization (PTO) was revitalized this year and that more members will be required to take on positions for next year

### **Classroom Observations**

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

Classroom observations indicate that there is a need for more consistency in and among grade levels. Consistent ELD strategies are also a concern. Differentiating instruction that is rigorous & relevant is also a priority. We will continue to utilize Marzano's strategies and professional development on the new ELD framework. In addition we plan to visit high-performing schools to observe and discuss the process for implementation of best 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)

State testing is in flux so student data is from interim assessments given at the site level. An achievement gap between Asian and Hispanic and Special Needs students exists. We have targeted students at many grade levels with Reading Interventions such as Lexia, and Reading Plus,

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

Teachers use STAR Renaissance data as well as self created formative assessment through Illuminate as well as CELDT data to inform their instructional groups and to modify their instruction for students.

#### **Staffing and Professional Development**

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

All Teachers at Windmill Springs are considered "highly qualified" under the NCLB Act.

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

A majority of the teachers have been trained on the District adopted instructional materials for ELA and Mathematics+

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

Training teachers to align their instruction to the Common Core State Standards (CCSS) is ongoing in the district this year. The process started last year and continues.

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

The Curriculum Support Specialist (CSS) position at the school to help support teachers in improving instructional practices and aligning our work as a school and as a district.

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

Teachers collaborate with each other by grade level (and grade spans) on early release Thursdays as well as other times.

## Teaching and Learning

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

Standards based instruction is key. We have some grade levels engaged in piloting district material. The CSS and the principal will provide instructional coaching and instructional leadership through professional development and classroom walkthroughs.

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

Windmill Springs Instructional minutes will be submitted for approval by June 10th 2016

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

Teachers submit weekly lesson plans that shows regrouping of students for intervention in different subject areas.

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

Materials are currently being shifted to align with CCSS.

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)

Windmill Springs uses the District-Adopted instructional materials provided.

## Opportunity and Equal Educational Access

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

There are several during-the-school-day interventions that teachers can use to target students who are under-performing. Some teachers also provide after school intervention services for those students in need and who are able to stay on campus after school.

14. Research-based educational practices to raise student achievement

Franklin McKinley School District has been providing training in transitioning to the CCSS as well as EDI, EL strategies, and allowing PLC time on Thursdays for collaboration.

## Parental Involvement

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

Windmill Springs K-8 School provides students with the CORAL after school program as well as the Catholic Charities Counseling services to support students in need. We also have parents that provide supervision for students at lunch and recess times as well as providing help and support at school events.

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)

At Windmill Springs we encourage parental involvement in all areas. We hold student recognition assemblies for such awards as perfect attendance, etc. We encourage service in our PTO as well as our SSC and other decision-making bodies.

## Funding

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

At Windmill we spend our Title 1, LCFF Concentration, and LCFF Supplemental funds on educational supplies such as educational materials, instructional materials, professional development time, substitute time for teacher release (for professional development, computer supplies and other materials to enhance 21st century learning and other contracted services and equipment agreements (ie: photocopier, etc).

### 18. Fiscal support (EPC)

A-budget , Title 1 and LCFF monies are spent frugally and in accordance with our school goals.

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

Language barrier with families that speak Vietnamese and Spanish (the main other languages). There are others, but those are the 2 main languages, other than English, spoken at the school. We plan to overcome this barrier by creating a welcoming and inviting environment for all families. We are working on offering ESL and parenting classes.

School cultural norms are being revisited by staff to meet the needs of creating an environment optimal for producing learners successful enough to be competitive adults in the 21st century economy. The school is moving from extremely flexible use of instructional time in the classroom to purposeful and scheduled use of instructional time with professional accountability for quality implementation of instructions, valuing time and schedules. In addition, building an atmosphere of student onus and responsibility and supporting follow-through with academic and non-academic expectations.



## 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	58	58	100.0	58	2386.8	12	21	24	43
Grade 4	62	62	100.0	62	2447.8	18	24	23	35
Grade 5	74	68	91.9	67	2469.8	9	29	25	35
Grade 6	64	64	100.0	63	2505.4	11	33	31	23
Grade 7	54	52	96.3	52	2519.8	8	31	31	31
Grade 8	91	87	95.6	87	2553.5	9	38	25	28
All Grades	403	391	97.0	389		11	30	26	32

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	12	28	60	14	52	34	5	66	29	10	52	38
Grade 4	16	47	37	23	47	31	10	69	21	16	55	29
Grade 5	9	52	39	19	42	39	3	64	33	15	60	25
Grade 6	11	49	40	16	54	30	8	78	14	21	65	14
Grade 7	6	65	29	13	56	31	10	65	25	17	58	25
Grade 8	24	47	29	21	47	32	16	66	18	20	59	22
All Grades	14	48	38	18	49	33	9	68	23	17	58	25

#### Conclusions based on this data:

1. The majority of students in each grade level are not at grade level proficiency

## 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	58	58	100.0	58	<b>2418.9</b>	19	24	22	34
Grade 4	62	61	98.4	61	<b>2474.1</b>	16	34	26	23
Grade 5	74	68	91.9	68	<b>2473.1</b>	9	21	31	40
Grade 6	64	64	100.0	64	<b>2520.7</b>	22	17	31	30
Grade 7	54	52	96.3	52	<b>2535.9</b>	17	25	29	29
Grade 8	91	87	95.6	87	<b>2539.4</b>	18	21	23	38
All Grades	403	390	96.8	390		17	23	27	33

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	26	36	38	19	50	31	26	45	29
Grade 4	41	26	33	18	41	41	25	48	28
Grade 5	15	38	47	9	29	62	10	50	40
Grade 6	22	38	41	16	56	28	22	48	30
Grade 7	23	42	35	19	56	25	27	56	17
Grade 8	24	31	45	14	55	31	21	46	33
All Grades	25	35	40	15	48	37	21	48	30

#### Conclusions based on this data:

1. Although, overall, students performed slightly better in math, still the majority of students have not reached grade level

## 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>					***** *	***					*****
<b>1</b>			6	23	12	46	8	31			26
<b>2</b>	3	9	14	40	11	31	6	17	1	3	35
<b>3</b>	10	24	11	26	12	29	8	19	1	2	42
<b>4</b>	2	9	4	17	10	43	5	22	2	9	23
<b>5</b>			4	20	10	50	2	10	4	20	20
<b>6</b>			1	5	10	50	3	15	6	30	20
<b>7</b>			4	29	3	21	1	7	6	43	14
<b>8</b>	1	6	5	28	5	28	3	17	4	22	18
<b>Total</b>	16	8	49	25	74	37	36	18	24	12	199

#### Conclusions based on this data:

1. To be populated by the end of October when the data is released from the CDE.
2. We have some students who are long-term English Language learners. For these students we are developing an identification and sst process, to ensure they are receiving the assistance they need to be successful, whether the intervention involves language or special services

## 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	3			8	22	8	22	20	54	37
<b>1</b>			6	21	14	50	8	29			28
<b>2</b>	3	8	14	39	11	31	6	17	2	6	36
<b>3</b>	10	23	12	27	12	27	8	18	2	5	44
<b>4</b>	2	8	4	17	10	42	5	21	3	13	24
<b>5</b>			5	23	10	45	2	9	5	23	22
<b>6</b>			1	5	10	48	3	14	7	33	21
<b>7</b>			4	29	3	21	1	7	6	43	14
<b>8</b>	1	6	5	28	5	28	3	17	4	22	18
<b>Total</b>	17	7	51	21	83	34	44	18	49	20	244

#### Conclusions based on this data:

1. To be populated by the end of October when the data is released from the California Department of Education (CDE).

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	239	223	199
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	239	223	199
Number Met	156	128	96
Percent Met	65.3%	57.4%	48.2%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	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	213	68	180	74	176	63
Number Met	80	31	60	36	46	17
Percent Met	37.6%	45.6%	33.3%	48.6%	26.1%	27.0%
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
<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. Our AMAO 3 students did not meet their AYP target in 2014, 15

## 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. We did not meet our target for students in program for 5 or more years.
2. We did not meet our target in English or Mathematics for our ELL subgroup.

## 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>
All students at Windmill will grow at least a year for each year they are in school, with goals to eliminate the achievement gap in ELA and Mathematics and increase the reclassification rate. Windmill EL students will increase to proficient or advanced within 3 years of first being CELDT tested.
<b>Data Used to Form this Goal:</b>
STAR Renaissance Data (IRL) DRA (K-3rd) Standards-Based Common Formative Assessments (Created by grade levels) to be administered approximately every 3 weeks CELDT Data Classroom Walk-through monitoring (Marzano's and unpacked grade level standards walkthrough) Instructional mapping SST process and findings
<b>Findings from the Analysis of this Data:</b>
This year was focused on building systems at Windmill, including effectively scheduling instructional time, creating an effective classroom environment and building a foundation for best instructional practices. In 2016-17 we will be analyzing short-cycle assessment data. We look forward to utilizing Data Zone to triangulate our short cycle assessment and benchmark assessment data. Grade levels will also review student data in their bi-monthly PLCs to level students (for Core intervention time) according to academic needs.

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

Short-cycle standards-based formative assessments  
State test (CAASSP/SBAC)  
Classroom monitoring with timely administrator feedback  
Standards aligned grade level Lesson Plans  
Survey results  
PLC, using the cycle of inquiry to drive instruction, work with Principal and CSS  
Teacher Collaboration - Bi-Monthly with Principal and CSS



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

<p>Targeted after school standards based Interventions (5 six week sessions, 2 teachers, 3 hrs a week each and a half hour of prep each week)</p>	<p>standards being addressed</p>		<p>afterschool interventions in 3 to 6 week sessions (depending on the grade level, complexity of the standards being addressed and instructional material)</p> <p>For each cycle there will be an initial placement assessment and subsequent weekly assessments in the standard being addressed.</p> <p>The Session End Goal:  1) All students show significant progress in understanding the standard(s) being addressed in the session, from one week to the next.   2) All students in the intervention session perform at a 75% or above proficiency in the exit assessment given the last week of the session.</p>	<p>Personnel Salaries</p>		
				<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Other</p>	<p>1300</p>
				<p>3000-3999: Employee</p>	<p>Other</p>	<p>800</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English 3-D intervention program	June 2017	Principal, Teacher	Teacher will offer English 3-D intervention to students who qualify, during the school day to 7th and 8th grade students in the last two quartiles (CAASP).	None Specified	None Specified	0
SST Meetings	Once a Month	SST Coordinator	Based on data, teacher/parent concerns, etc. Schedule monthly SST Meetings.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	600
				1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1100
				3000-3999: Employee Benefits	LCFF Concentration	180
Materials that need to be copied for instruction	Ongoing throughout the year	Principal & teachers	Teachers will copy work for students that follows the curriculum.	4000-4999: Books And Supplies	Other	0
				4000-4999: Books And Supplies	Other	0
Instructional Materials	Ongoing until June 2017	Principal & teachers	Materials will be purchased throughout the year to support student achievement and growth.	4000-4999: Books And Supplies	LCFF Concentration	1000
				4000-4999: Books And Supplies	LCFF Supplemental	7000
				4000-4999: Books And Supplies	Title I	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Early Release Thursdays	August-June	Principal & CSS	Teachers will meet with grade level groups and new CSS approximately 2x month to discuss students, plan together, etc in order to accelerate student achievement.	None Specified	None Specified	0
Rental/Leases	August-June	Principal, Teachers, Office Staff	Photo copy machine to make copies for student work. Photo copy machine to make copies for student work.	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	None Specified LCFF Supplemental	4100 5000
Classroom and Office Supplies	August-June	Principal, Teachers	Classroom & office supplies as needed.	4000-4999: Books And Supplies	None Specified	2,316
Staff Meetings	Ongoing until June 2016	Principal, CSS	Teachers will meet at least monthly with Principal and/or CSS to discuss CCSS, and other school actions to improve student achievement.	None Specified	None Specified	0.
Attending Professional Conferences	August-June	Principal	Principal or teachers may attend conferences during the year that will help support the educational goals of the district and school.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3000
Administer and Score CELDT Tests	August-June	Teachers	Administer CELDT Testing	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF Supplemental LCFF Supplemental	750.00 150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer and Score DRA tests grades 1-3	August-June	Teachers	Teacher release time for district requirement of DRA testing all students in 1st-3rd grades	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5000
				3000-3999: Employee Benefits	LCFF Supplemental	800

## 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>
Windmill Springs will meet its AYP and AMAO goals for the school year.
<b>Data Used to Form this Goal:</b>
CELDT SBAC Starr Renaissance
<b>Findings from the Analysis of this Data:</b>
EL students did not meet last year's growth goals particularly those in program 5 or more years (long-term ELs).
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT STAR Renaissance other formative assessments Parent and Student Climate Surveys Infinite Campus Behavioral Data Referral numbers for students sent to the office for behavioral reasons

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Character Education Plan <ul style="list-style-type: none"> <li>• Monthly school-wide lesson</li> <li>• Begin Peer to Peer education/counseling</li> </ul>	Daily	Principal, Teacher	Monthly school-wide character education topic with teacher lesson plans	4000-4999: Books And Supplies	Other	1500	
			Explore Peer counseling programs and train first cohort of students	1000-1999: Certificated Personnel Salaries	Other	1500	
				3000-3999: Employee Benefits	Other	600	
Common Core Best Practice Implementation	August-June	Principal, Teachers, CSS	Grade Level Release Days. For	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	15000	
			<ul style="list-style-type: none"> <li>• PLC trimester data analysis collaboration</li> <li>• Release time to engage in Instructional Rounds and debrief best practices</li> <li>• Cohort release to visit other schools</li> </ul>				
				3000-3999: Employee Benefits	LCFF Supplemental	2492	
				1000-1999: Certificated Personnel Salaries	LCFF Concentration	3000	
		3000-3999: Employee Benefits	LCFF Concentration	500			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Engagement	August-June	Principal, Teachers	Grade level span Common Core Education Seminar	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5000
			<ul style="list-style-type: none"> <li>Grade levels meet with parents and explain the Common Core with hands-on, take home activity demonstrating a standard</li> </ul>			
			Food/Refreshments	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	600
			Materials/Supplies	4000-4999: Books And Supplies	Title I	2000
Maintain Facilities	August- June	Classified Staff	Substitute custodian	2000-2999: Classified Personnel Salaries	LCFF Concentration	1314
				2000-2999: Classified Personnel Salaries	LCFF Supplemental	3000
				3000-3999: Employee Benefits	LCFF Concentration	250
				3000-3999: Employee Benefits	LCFF Supplemental	700
Copier Lease	August-June	Principal, Office Staff	Lease for School Copiers	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	15000
CELDT Testers & Substitutes	By October 2016	Principal, D.O.	Substitute Teachers trained to administer and score CELDT test to EL students.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1500
Health Supplies	By September 2015	Principal, Administrative Assistant	Health supplies will be purchased to maintain health of students	4000-4999: Books And Supplies	None Specified	505.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Morning and Noon Supervision of students	Ongoing until June 2016	Principal and staff	Parent volunteers as well as paid staff help supervise the campus to make it a safer environment for the students, providing supervision and other help as needed.	2000-2999: Classified Personnel Salaries	Other	20,000.
			Parent volunteers as well as paid staff help supervise the campus to make it a safer environment for the students, providing supervision and other help as needed.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1,000
PLC meetings and CFA's to monitor student progress	June- August	Principal, Staff, & CSS	Teachers will participate in PLC meetings with grade level partner/team as well as school wide to analyze data and create CFA's to monitor student learning and plan for interventions	None Specified	None Specified	0
Teacher common release days by grade level	Ongoing until June 2016	Teachers and CSS	Teacher common release days (by grade level) for analyzing data, planning in PLC, designing CFA's, etc.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4,500
Site Tech Teacher Lead	August-June	Teacher/Principal	Lead Teacher will help support technology per 2016-17 job description	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partners for School Innovation Contract	August-June	Principal/CSS/Teachers	Assist in developing ILT focus, helping CSS with cognitive coaching, assisting teachers in PLC time, assisting in school-wide systems and best practices	5800: Professional/Consulting Services And Operating Expenditures	Title I	3145
				5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	11875

## 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>
To improve parent involvement at the school and classroom levels
<b>Data Used to Form this Goal:</b>
Sign in sheets for meetings, PTO, ELAC, SSC, and parent events PTO membership and parent volunteers
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Parent sign in sheets for school events, PTO, ELAC and other Meetings Data from School Climate Surveys, etc

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Translation Services	Ongoing until June 2016	Principal	Translation services will be provided for Teacher meetings, and other events to help engage parents at the school	2000-2999: Classified Personnel Salaries	Title I	338
				2000-2999: Classified Personnel Salaries	LCFF Supplemental	350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Food for Parent Meetings	Ongoing	Principal	Provide food/snacks for family meetings.	4000-4999: Books And Supplies None Specified	LCFF Concentration None Specified	400
Staff Meetings	August to June	Principal, Teachers	Teachers will meet monthly with Principal to discuss CCSS, and other school actions to improve student achievement.			0
Administrator or Teacher Training/Professional Conferences	August-June	Principal &/or Teachers	Principal or teachers may attend educational conferences during the year that will help support the educational goals of the district and school.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	1000
Materials for photocopying	Ongoing until June 2016	Principal	Materials for testing and other instruction and interventions to be copied.	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	3216
Postage			Postage to send information home to families to keep them informed regarding school events, IEP meetings, etc	5900: Communications	LCFF Concentration	100
School Messages Home	Ongoing until June 2016	Principal & Administrative Assistant	Phone messages sent home to families to remind them about school events, etc.			0
Software licenses for Lexia and or Reading Plus (currently piloting for free, but response has been very positive to these programs).	August-June	Principal, CSS, and Teachers	Reading interventions for students reading below grade level	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	15,700.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extra hours for Clerical to Support PBIS program	August-June	Principal & Secretaries	Enter data into SWIS system to generate student discipline data for PBIS team to review.	2000-2999: Classified Personnel Salaries	LCFF Concentration	680
				None Specified	None Specified	
Other Books	August-Junw	Principal & Teachers	Order books/materials for students for classroom use	4000-4999: Books And Supplies	LCFF Supplemental	400
				4000-4999: Books And Supplies	LCFF Concentration	3340
Classified Substitutes	August to June	Principal	Monies for substitutes for classified staff to ensure school office & classrooms runs smoothly for parents and students	2000-2999: Classified Personnel Salaries	LCFF Concentration	1,400
				3000-3999: Employee Benefits	Title I	37
				3000-3999: Employee Benefits	LCFF Supplemental	391
Fieldtrips	August-June	Principal & Teachers	Funds to supplement 6th grade science camp trip	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	1692

## 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	6460.88
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	10109.41
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6377.20
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	8966.48
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	646.09
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	605.17

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and replace instructional materials for specific sub groups to include: Newcomer EL, EL, Special Education, At Risk Readers, and core curriculum as needed.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Curriculum Replacement (PE, ELD, TK-K, Reading Intervention)	4000-4999: Books And Supplies	LCFF Supplemental	41834.22
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	786.73
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	15129.35
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1512.93
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	323.04
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	8786.80
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	28402.89
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	969.13
Technology consultant will work with FMSSD 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	1938.27
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4236.22

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	4000-4999: Books And Supplies	LCFF Supplemental	646.09
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	25843.54
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	5814.80
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	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	8205.32
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	807.61
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	3036.62
			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	6051.74
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	6349.



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	117026.26
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	1287.33
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	7383.12
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	305.03
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	363.10
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	2067.48
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		193.83
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	20872.99
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	14029.88
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3481.58

## 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	22712.17
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	22552.43
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1453.70
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	16250.42
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	133774.04
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	51158.90

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	193826.54
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6460.88
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2025.34
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1044.34
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3631.04
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5567.60
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	111.96
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	907.76
			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	7564.67

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	16152.21
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4585.79
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2420.70
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1044.34
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	60.52
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	1031.02
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1615.22
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	25843.54
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	7100.58

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	19088.10
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	1162.96

## 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	8580.83
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	646.09
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1416.58
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	5814.80

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	2068.00
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4573.27
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4845.66
			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	2002.87
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	675.07
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	305.03
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	646.09
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	3230.44

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	22456.37
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	909.92
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	484.14
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	129.22



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	7932.48
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5266.20
			Implement Restorative Justice practices and Positive Behavior Interventions to support school climate and increase student engagement and parent satisfaction with schools.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	193.83

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF Concentration	3,000.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	3,394.00
3000-3999: Employee Benefits	LCFF Concentration	930.00
4000-4999: Books And Supplies	LCFF Concentration	4,740.00
5000-5999: Services And Other Operating	LCFF Concentration	18,916.00
5900: Communications	LCFF Concentration	100.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	40,450.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	4,350.00
3000-3999: Employee Benefits	LCFF Supplemental	4,533.00
4000-4999: Books And Supplies	LCFF Supplemental	7,400.00
5000-5999: Services And Other Operating	LCFF Supplemental	26,292.00
5800: Professional/Consulting Services And	LCFF Supplemental	11,875.00
4000-4999: Books And Supplies	None Specified	2,821.00
5000-5999: Services And Other Operating	None Specified	4,100.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	1,500.00
2000-2999: Classified Personnel Salaries	Other	20,000.00
3000-3999: Employee Benefits	Other	1,400.00
4000-4999: Books And Supplies	Other	1,500.00
5000-5999: Services And Other Operating	Other	1,300.00
2000-2999: Classified Personnel Salaries	Title I	338.00
3000-3999: Employee Benefits	Title I	37.00
4000-4999: Books And Supplies	Title I	4,500.00
5800: Professional/Consulting Services And	Title I	3,145.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	8020.	0.00
LCFF Supplemental	94900.	0.00
LCFF Concentration	31080.	0.00

Funding Source	Total Expenditures
LCFF Concentration	31,080.00
LCFF Supplemental	94,900.00
None Specified	6,921.00
Other	25,700.00
Title I	8,020.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	44,950.00
2000-2999: Classified Personnel Salaries	28,082.00
3000-3999: Employee Benefits	6,900.00
4000-4999: Books And Supplies	20,961.00
5000-5999: Services And Other Operating Expenditures	50,608.00
5800: Professional/Consulting Services And Operating	15,020.00
5900: Communications	100.00
None Specified	0.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	40,596.00
<b>Goal 2</b>	96,981.00
<b>Goal 3</b>	29,044.00

## 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
Monica L. Nagy	X				
Frederick Nieri		X			
Amy Kolb-Tucker		X			
Alie Victorine		X			
Ericka Ruiz				X	
Monica Juarez				X	
Jackie Soto				X	
Louise Williams				X	
Chris Pagan			X		
Kevin Do					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)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):  
School Site Council

\_\_\_\_\_  
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:

Zarpana Rietman

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

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

\_\_\_\_\_  
Date

Jackie Soto

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

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

\_\_\_\_\_  
Date

## 2016-2017 School Site Council Members

Zarpana Rietman...Principal

Amy Kolb Tucker...Teacher

Sarah Klynn ...Teacher

Trina Nguyen...CSEA

Jackie Soto...Parent

Elizabeth Santana...Parent

Rachael Marceliono...Parent, ELAC Rep

Erika Ruiz....Parent

Elizabeth Richards...Community Member



**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

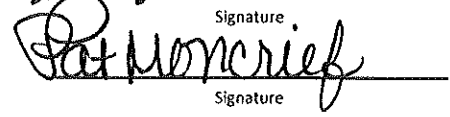
X English Learner Advisory Committee

Signature  


X Special Education Advisory Committee

Signature  


X Gifted and Talented Education Program Advisory Committee

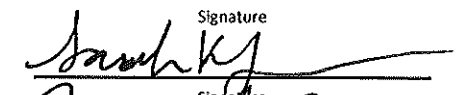
Signature  


District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

X Departmental Advisory Committee (secondary)

Signature  


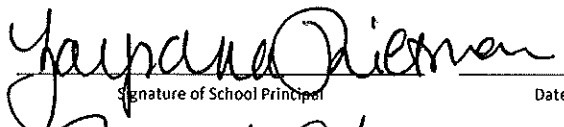
X Other committees established by the school or district (list):  
 School Site Council

Signature  


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Attested:

Zarpana Rietman  
 \_\_\_\_\_  
 Typed Name of School Principal

 6/2/16  
 \_\_\_\_\_  
 Signature of School Principal Date

Jackie Soto  
 \_\_\_\_\_  
 Typed Name of SSC Chairperson

 6/2/16  
 \_\_\_\_\_  
 Signature of SSC Chairperson Date