

The Single Plan for Student Achievement



School: Jeanne R. Meadows Elementary School
CDS Code: 43-69450-6109433
District: Franklin-McKinley Elementary School District
Principal: Magdalena Moore
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Magdalena Moore
Position: Principal
Phone Number: (408) 283-6300
Address: 1250 Taper Ln.
San Jose CA, 95122
E-mail Address: magdalena.moore@fmsd.org

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School Vision and Mission

Jeanne R. Meadows Elementary School's Vision and Mission Statements

School motto:

Preparing Every Child for the Future

School Vision:

Students will be exposed to a rigorous curriculum that focuses on critical thinking in order to prepare students to be perseverant in problem solving. Failure will be honored as part of the learning process, with a focus on continuous improvement. Literacy and mathematics through technology and science will be focus areas for learning.

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 Jeanne R. Meadows Elementary School

Meadows believes that in order for every child to be prepared for the future, they must be literate, able to reason and problem solve as well as be technologically savvy.

School Profile

Jeanne R. Meadows Elementary School is one of 16 schools in the Franklin-McKinley School District. Opened in 1990, Meadows serves approximately 550 Transitional Kindergarten through sixth grade students. Meadows serves a diverse population of students with the largest subgroups being Hispanic (63 %) and Asian (26%). 51% of students are currently designated as English Learners.

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).

Various stakeholder group meeting were help to gather input for the school plan.

Staff wanted to add additional computer programs and monitoring systems such as Accelerated Reader. They also wanted to add a STEM coordinator to support STEM implementation in the lower grades. Additional tech upgrades were a priority with the hopes the Cohort 3 grant will support additional access to tools for creative learning. In addition, enrichment programs were of interest such as after school sports, STEM and GATE programs.

SSC/ELAC/parent group agreed with staff input in terms of after school enrichment options and advancement of technology. They also wanted additional custodial staff to have bathrooms cleaned more frequently in the day. However, it was explained custodial allocations are made at the district level and currently there is no time in their schedule for multiple restroom cleaning unless there is an emergency.

Classroom Observations

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

Teachers are evaluated through formal observations on a rotating cycle every other year. The principal also conducts informal observations throughout the year. Some school -wide strengths based on observation include strong classroom management including a positive environment. There is also a climate of risk taking as we delve into common core and foster perseverance. Some current areas of focus include authentic student engagement and increased levels of rigor.

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

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

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

Staffing and Professional Development

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

All staff meet the requirements of being considered highly qualified.

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

Teachers are all fully credentialed and continue to receive training on SBE-adopted materials.

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

All staff development is offered based on the site's Theory of Action to focus on next steps in student achievement. The Theory of Action is developed by a leadership team that is represented by each grade-level to incorporate the span of needs in the school.

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

The Principal provides instructional coaching through specific feedback of observations. The Curriculum Support Specialist also provides coaching support to teachers and teams as directed by the Principal. Additional content support is provided by teachers who have various areas of expertise.

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

Each grade level has developed Professional Learning Communities (PLCs) that meet weekly to lesson plan and discuss progress of learning goals. They also meet every other week to formally analyze common formative assessments. All decisions for a grade level are made as a team and all interventions are developed as a team. The team approach is one of the school's greatest strengths.

Teaching and Learning

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

The Common Core standards are the starting point for developing learning objectives to be used in instruction. There is general alignment with SBE-adopted curriculum, and where there are gaps, teachers supplement the curriculum with other materials.

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

Recommended instructional minutes are followed in all grades and content areas.

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

Teachers are following the recommended pacing guides offered by the District.

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

Teachers all have access to standards-based materials.

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

Teachers all utilize standards-based materials.

Opportunity and Equal Educational Access

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

Underperforming students are provided intervention either within the school day or after school to ensure all students reach mastery of standards.

14. Research-based educational practices to raise student achievement

Research-based practices are utilized to raise student achievement.

Parental Involvement

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

The front office provides information and connection to community organizations to assist in whole-child success such as medical, dental, mental health and nutrition services. The school also offers parent engagement workshops in the areas of reading, math and science.

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)

Parents, community members and staff from School Site Council, ELAC and Cafecitos general meetings are involved in program development and modification of school programs.

Funding

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

Categorical funds are used to provide an instructional aide who provides reading intervention throughout the day. Additional Curriculum Support Specialist time is also paid for out of categorical funds to support interventions, parent engagement and STEM activities. Additional funds are used to buy classroom materials to support mastery for standards.

18. Fiscal support (EPC)

All funds are spent to meet the goals of raising student achievement and ensuring a safe school campus.

Description of Barriers and Related School Goals

Although in the 2015 CAASPP, the area of greater need was math, reading has historically been an area of weakness which bleeds into the success on reading-based math assessments. Therefore, Goal #1 has specific targets to increase overall academic achievement in ELA. This supports the district's focus on reading as well.

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	52	52	100.0	52	2423.3	17	15	48	19
Grade 4	65	64	98.5	64	2454.1	19	22	20	39
Grade 5	68	68	100.0	68	2504.2	18	38	18	26
Grade 6	101	101	100.0	99	2531.2	19	31	26	23
All Grades	286	285	99.7	283		18	28	27	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	21	48	31	15	48	37	21	58	21	21	60	19
Grade 4	20	44	36	16	53	31	16	66	19	19	42	20
Grade 5	19	54	26	25	49	26	12	63	25	32	53	15
Grade 6	15	49	35	27	47	25	22	67	11	35	54	11
All Grades	18	49	33	22	49	29	18	64	18	28	52	16

Conclusions based on this data:

1. 54% of students are not meeting standard
2. 5th grade has the highest level of achievement and 3rd grade has the lowest level of achievement which is consistent with the trend of CST in the past
3. Reading is the lowest area of achievement

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	52	52	100.0	52	2411.3	17	21	33	29
Grade 4	65	65	100.0	65	2443.4	3	18	51	28
Grade 5	68	68	100.0	68	2504.0	26	13	29	31
Grade 6	101	101	100.0	101	2515.3	16	25	32	28
All Grades	286	286	100.0	286		16	20	36	29

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	19	40	40	23	35	42	19	42	38
Grade 4	9	38	52	6	54	40	8	49	43
Grade 5	34	25	41	24	49	28	19	47	34
Grade 6	26	35	40	16	50	34	13	61	26
All Grades	23	34	43	17	48	35	14	52	34

Conclusions based on this data:

1. 65% of students are not meeting standard in mathematics.
2. 4th grade has the lowest achievement in mathematics
3. concepts & procedures is our weakest area.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	2	1	2	6	75	1	13	1	13	8
1	1	2	12	27	20	44	9	20	4	9	45
2	2	4	17	38	22	49	3	7	1	2	45
3	3	9	6	19	15	47	6	19	2	6	32
4	1	4	12	43	11	39	2	7	2	7	28
5	5	31	6	38	2	13	2	13	1	6	16
6	3	13	4	17	9	39	4	17	3	13	23
Total	14	7	57	29	85	43	27	14	14	7	197

Conclusions based on this data:

1. The largest number of students are at the Intermediate level which indicates the need for more rigorous instruction on high level comprehension skills and academic vocabulary and grammar in order to move to advanced levels.
2. 36% of ELs are in the Early Advanced/Advanced levels, so analysis of their STAR score would be required to determine if they are ready for reclassification or what criteria is holding them back from reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	2	2	1	1	20	28	18	25	33	46	72
1	1	2	12	24	20	41	9	18	8	16	49
2	2	4	18	39	22	48	3	7	1	2	46
3	3	9	6	18	16	48	6	18	2	6	33
4	2	6	12	39	11	35	2	6	4	13	31
5	5	31	6	38	2	13	2	13	1	6	16
6	3	12	4	16	10	40	4	16	4	16	25
Total	15	6	59	22	101	37	44	16	53	19	272

Conclusions based on this data:

1. The largest number of students are at the Intermediate level which indicates the need for more rigorous instruction on high level comprehension skills and academic vocabulary and grammar in order to move to advanced levels.
2. 28% of ELs are in the Early Advanced/Advanced levels, so analysis of their STAR score would be required to determine if they are ready for reclassification or what criteria is holding them back from reclassification.
3. 19% are beginners, so we will be sure to utilize programs to support vocabulary development and language acquisition.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	246	202	197
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	246	202	197
Number Met	124	130	123
Percent Met	50.4%	64.4%	62.4%
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	Yes

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	248	62	206	44	220	39
Number Met	62	21	51	21	49	18
Percent Met	25.0%	33.9%	24.8%	47.7%	22.3%	46.2%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	Yes	No	No	No

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

Conclusions based on this data:

1. There is a trend of meeting AMAO 1 which means students are making annual growth at an acceptable rate as measured by CELDT.
2. This is the first year not meeting AMAO 2a which means we are not attaining English proficiency at an acceptable rate. AMAO 2b continues to be an area for increased improvement with a trend of not meeting adequate numbers of proficiency for our long-term ELs.
3. AMAO 3 was not measurable as there was no reported standardized testing in 13-14 or 14-15.

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
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:
Increase CAASPP performance at each level by 8% in nearly met, 12% in met and 6% in exceeded for ELA & Literacy and by 8% in nearly met, 18% in met and 6% in exceeded for mathematics. In addition, narrow the achievement gap between Asian and Hispanic students by 5% in both literacy and mathematics.

Data Used to Form this Goal:

2015 CAASPP ELA & Literacy data

Not Met =27%
 Nearly Met = 27%
 Met= 28%
 Exceeded = 18%

2015 CAASPP math data

Not Met =29%
 Nearly Met = 35%
 Met= 20%
 Exceeded = 16%

2015 CAASPP ELA & Literacy achievement gap data

Hispanic= 31% on target
 Asian = 74% on target
 Gap = 43%

2015 CAASPP math achievement gap data

Hispanic= 22% on target
 Asian = 62% on target
 Gap = 39%

Findings from the Analysis of this Data:

Over half of our students are not meeting targets in ELA or mathematics as measured by CAASPP. Asian performance doubles Hispanic performance in literacy and triples performance in math.

How the School will Evaluate the Progress of this Goal:

Class summary sheets will be created and updated on a quarterly basis to monitor STAR enterprise data by class and PLC forms will indicate grade-level response to these forms. ILT will analyze summary data on a quarterly basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Each PLC will be released for 3 hour block, 5 days a year using roving subs for intense lesson development and response to data. CSS will support the PLCs in their planning.	ongoing	Curriculum Support Specialists	roving substitutes	1000-1999: Certificated Personnel Salaries	LCFF Concentration	7560
			sub benefits	3000-3999: Employee Benefits	LCFF Concentration	840

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet every other week to analyze the results of common formative assessments, including District STAR enterprise assessments to move students in and out of interventions as needed.	ongoing	Principal				
Supplemental instructional materials and programs will be purchased to enhance the core program and focus on nonfiction and critical thinking skills.	ongoing	Principal	Scholastic News	4000-4999: Books And Supplies	LCFF Concentration	2600
			Brain pop	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	1800
			Zearn	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	900
			Lexia Reading	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	8500
			Accelerated Reader	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	2500
			Instructional materials	4000-4999: Books And Supplies	LCFF Concentration	3520
			Instructional materials	4000-4999: Books And Supplies	LCFF Supplemental	7668
			Instructional materials	4000-4999: Books And Supplies	Title I	9565
Students will be provided copies of instructional material to support learning.	ongoing	Principal	Copier contract	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	17025
			copier contract	5000-5999: Services And Other Operating Expenditures	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will provide after school interventions as needed based on PLC analysis.	ongoing	Principal	teacher hourly rate	1000-1999: Certificated Personnel Salaries	LCFF Concentration	11050
			benefits	3000-3999: Employee Benefits	LCFF Concentration	1950
paraprofessional will pull reading and ELD groups based on PLC analysis.	ongoing	Principal	paraprofessional (0.25FTE)	2000-2999: Classified Personnel Salaries	Title I	11789
			paraprofessional (0.25FTE)	3000-3999: Employee Benefits	Title I	2947
Instructional leadership team (ILT) comprised of a representative of each grade, CSS and principal will have a full release day 4 times per year to monitor progress on student goals and theory of action. They will use the data to discuss PD needs and research/develop next steps in PD.	September-May	Principal	sub rate	1000-1999: Certificated Personnel Salaries	Title I	6300
			sub benefits	3000-3999: Employee Benefits	Title I	700
Grade level PLCs will be released annually for long-term planning and curriculum integration	August-January	Principal	sub rate	1000-1999: Certificated Personnel Salaries	Title I	3150
			sub benefits	3000-3999: Employee Benefits	Title I	350
Professional Development on technology use and integration per tech Cohort 3 action plan.	August-January	Principal	sub rate	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	11900
			sub benefits	3000-3999: Employee Benefits	LCFF Supplemental	2100
supplemental copies for students	ongoing	Principal	reprographics	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	700
math intervention pull out services will be provided as a Tier II intervention based on basic skills assessments in grades 3-6.	ongoing	Principal	Paraprofessional	2000-2999: Classified Personnel Salaries	LCFF Concentration	1600
				3000-3999: Employee Benefits	LCFF Concentration	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A roving sub will be provided to hold SSTs on a quarterly basis as part of our RtI model	August-May	Principal	sub rate	1000-1999: Certificated Personnel Salaries	LCFF Concentration	990
			sub benefits	3000-3999: Employee Benefits	LCFF Concentration	110
Homework Center will provide a space for homework support on a weekly basis based on students struggling to complete homework unassisted	September-May	Principal	paraprofessional hourly	2000-2999: Classified Personnel Salaries	Title I	1600
			paraprofessional benefits	3000-3999: Employee Benefits	Title I	400
			paraprofessional hourly	2000-2999: Classified Personnel Salaries	LCFF Concentration	2400
			paraprofessional benefits	3000-3999: Employee Benefits	LCFF Concentration	600
Technology upgrades will be made to support technology integration in the classroom including iPads, wireless keyboards, headphones, and Chromebooks.	ongoing	Principal	Technology upgrades	4000-4999: Books And Supplies	LCFF Supplemental	19500
				4000-4999: Books And Supplies	General Fund	1800

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:
All students will receive high quality, well rounded instruction in physically and emotionally safe environments.
Data Used to Form this Goal:
0 suspensions/expulsions in 2013-2014 and 2014-2015 and 10 suspensions in 2015-16 2015-16 Parent Survey Data 98% My child enjoys attending school 96% My child's school is safe 82% I am satisfied with my child's access to art and music 95% I am satisfied with my child's access to a wide range of subjects 2015-16 Student Survey Data 93% I enjoy attending school 94% I feel safe at school 85% I am satisfied with the art and music education I receive 88% School is fun for me 2015-16 Staff Survey Data 100% I feel safe at work 29% Art and music education is adequate at my school 39% I have the time, skills and materials to provide a quality PE program Anecdotal input surveys at LCAP meetings of students, parents and staff indicate the desire for additional focus on PE, art, music, science and technology in education with a focus on after school enrichment opportunities.

Findings from the Analysis of this Data:

Overall, Meadows provides a safe environment. The ten suspensions were for students with significant behavior needs. Additional staff was put in place to support the needs of the students which reduced the escalation to suspendible offenses.

How the School will Evaluate the Progress of this Goal:

Behavior data will continue to be monitored using Infinite Campus.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BEST program will continue to be implemented with common behavior expectations, tiered interventions and positive behavior supports including weekly raffle of prizes.	ongoing	Principal	prizes	4000-4999: Books And Supplies	LCFF Supplemental	1000
Adequate yard duty supervision will be provided	ongoing	Principal	noon supervisor	2000-2999: Classified Personnel Salaries	General Fund	17999
			noon supervisor benefits	3000-3999: Employee Benefits	General Fund	1978
Recreation Plus will provide sports program during recess and lunch to engage students. Once a week they also host after school sports.	ongoing	Principal	contracted service	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	16500
A partnership with Progressions San Jose Jazz will continue to offer music classes after school 4 days a week for 4th-6th to learn band. The program will incorporate homework help to be a comprehensive after school program.	ongoing	Principal	contracted service	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	7500
Additional hours will be allocated for custodial staff to spend time on deep cleaning during breaks and hire extra help if needed to prepare the school to open the year in top shape.	July-October	Principal	extra hours	2000-2999: Classified Personnel Salaries	General Fund	320
			benefits	3000-3999: Employee Benefits	General Fund	80
Money will be set aside to attend conferences and workshops related to engagement, STEM and literacy.	ongoing	Principal	Travel & conference	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional materials and workshops to support STEM programs will be set aside by district funds (\$10,000)	ongoing	Principal				
Additional library and classroom books will be purchased with a focus on nonfiction reading and culturally relevant materials.	ongoing	Principal	books	4000-4999: Books And Supplies	Title I	5000
0.1FTE teacher will be hired to teach STEM lessons monthly to K-3 students.	ongoing	Principal	teacher salary	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	9512
			teacher benefits	3000-3999: Employee Benefits	LCFF Supplemental	1679
Stipends for Tech lead teacher & science camp.	September-June	Principal	stipends	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	900
Principal cell phone will be used to have constant connection to site needs.	ongoing	Principal	phone	5900: Communications	General Fund	850
office supplies for general management will be readily available.	ongoing	Principal	supplies	4000-4999: Books And Supplies	General Fund	1600
An after school GATE club will be offered after school once a week for 3 months	September-April	Principal	teacher hourly rate	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1350
			teacher benefits	3000-3999: Employee Benefits	LCFF Supplemental	150
After school enrichment opportunities will be offered such as Tech Challenge and Coding.	ongoing	Principal	teacher hourly rate	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4050
			teacher benefits	3000-3999: Employee Benefits	LCFF Supplemental	450
0.1FTE teacher will be hired to provide parent engagement trainings and coordinate student enrichment programs.	ongoing	Principal	teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	9512
				3000-3999: Employee Benefits	LCFF Supplemental	1679

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:
Foster a school culture where students, staff and parents feel connected and engaged
Data Used to Form this Goal:
Meadows had staff requesting transfers and over 80 inter and intra student transfer requests for entry in to the school.
Findings from the Analysis of this Data:
Families and students want to attend Meadows, and staff want to work there.
How the School will Evaluate the Progress of this Goal:
Attendance data, district suspension/expulsion report, district transfer list, # of inter/intra district transfer requests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent communication including report cards will be sent in a timely manner.	ongoing	Principal	postage	5700-5799: Transfers Of Direct Costs	General Fund	200
			reprographics	5700-5799: Transfers Of Direct Costs	General Fund	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly Cafecitos will keep parents engaged in school events and goals, as well as provide training to our parent groups of ELAC, PTA and SSC.	September-May	Principal	food	4000-4999: Books And Supplies	LCFF Supplemental	700
In addition to our back-to school night, and Open House, parent engagement nights will focus on literacy, math and science support.	September-Novemeber	Principal	supplies for games and events	4000-4999: Books And Supplies	Title I	1000
			food	4000-4999: Books And Supplies	LCFF Supplemental	300
Incentives for academic achievement will be utilized on a regular basis.	ongoing	Principal	prizes	4000-4999: Books And Supplies	LCFF Supplemental	500
Childcare for parent workshops	ongoing	Prinicpal	chilcare	2000-2999: Classified Personnel Salaries	Title I	100
				3000-3999: Employee Benefits	Title I	20
Translation services for parent meetings and conferences	ongoing	Principal	translators	2000-2999: Classified Personnel Salaries	Title I	1300

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	6760.81
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	10578.71
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6673.24
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	9382.72
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	676.08
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	633.27

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	43776.24
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	823.25
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	15831.68
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1583.17
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	338.04
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	9194.70
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	29721.40
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	1014.12
Technology consultant will work with FMSD staff to implement 21st Century Teaching and Learning Plan.	July 1, 2016 to June 30, 2017	Assistant Superintendent of Educational Services	Francesa Venning Contract to Support Instructional Technology Integration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	2028.74
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4432.87

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	676.08
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	27043.24
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	6084.73
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	8586.23
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	845.10
Provide intervention software for Newcomer English Learners, math, and ELA remediation.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	E Spark Intervention and Software Continued Project	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3177.58
			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	6332.67
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	6643.73

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	122458.82
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	1347.90
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	14804.45
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	319.19
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	379.96
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	2163.46
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		338.04
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	21841.95
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	14681.17
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3643.20

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	23766.51
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	25599.35
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1521.18
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	17004.79
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	139984.05
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	53533.78

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	202824.29
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6760.81
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	7725.86
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2119.35
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1092.82
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3799.60
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5826.06
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	117.15
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	949.90
			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	7915.84

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	16902.02
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4798.67
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2533.07
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	126.65
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	63.33
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	759.92
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1690.20
Provide support and updates for operations to include: transportation, maintenance, and technology.	July 1, 2016-June 30, 2017.	Assistant Superintendent of Business Services	Infrastructure support for transportation, maintenance, and technology.	7000-7439: Other Outgo	LCFF Supplemental	75962.16
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	7430.20

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	19974.20
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	1216.95

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	8979.17
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	676.08
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1482.34
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	6084.73

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	2163.46
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4785.57
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	5070.61
			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	2095.85
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	706.41
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	319.19
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	676.08
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	3380.40

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	23498.83
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	952.16
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	506.61
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	135.22

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		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	8300.72
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5510.67
			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	202.82

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	General Fund	18,319.00
3000-3999: Employee Benefits	General Fund	2,058.00
4000-4999: Books And Supplies	General Fund	3,400.00
5000-5999: Services And Other Operating	General Fund	500.00
5700-5799: Transfers Of Direct Costs	General Fund	300.00
5900: Communications	General Fund	850.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	19,600.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	4,000.00
3000-3999: Employee Benefits	LCFF Concentration	3,900.00
4000-4999: Books And Supplies	LCFF Concentration	6,120.00
5000-5999: Services And Other Operating	LCFF Concentration	13,700.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	37,224.00
3000-3999: Employee Benefits	LCFF Supplemental	6,058.00
4000-4999: Books And Supplies	LCFF Supplemental	29,668.00
5000-5999: Services And Other Operating	LCFF Supplemental	43,725.00
1000-1999: Certificated Personnel Salaries	Title I	9,450.00
2000-2999: Classified Personnel Salaries	Title I	14,789.00
3000-3999: Employee Benefits	Title I	4,417.00
4000-4999: Books And Supplies	Title I	15,565.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	44,221.00	0.00
LCFF Supplemental	116,675.00	0.00
LCFF Concentration	47,320.00	0.00
General Fund	25,427	0.00

Funding Source	Total Expenditures
General Fund	25,427.00
LCFF Concentration	47,320.00
LCFF Supplemental	116,675.00
Title I	44,221.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	66,274.00
2000-2999: Classified Personnel Salaries	37,108.00
3000-3999: Employee Benefits	16,433.00
4000-4999: Books And Supplies	54,753.00
5000-5999: Services And Other Operating Expenditures	57,925.00
5700-5799: Transfers Of Direct Costs	300.00
5900: Communications	850.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,314.00
Goal 2	84,109.00
Goal 3	4,220.00

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
Magdalena Moore	X				
Hope Backman		X			
Rosalie Yu		X			
Monika Steinborn		X			
Rosario Gutierrez			X		
Joanna Arenas				X	
Guadalupe Sanchez				X	
Dena Cabuag				X	
Alexus Graham				X	
Julian Ramirez				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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 6/9/15.

Attested:

Magdalena Moore

Typed Name of School Principal

Signature of School Principal

Date

Joanna Arenas

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Maria T. Quezada
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 6/9/15.

Attested:

Magdalena Moore

Typed Name of School Principal

[Signature]
Signature of School Principal

5/15/15
Date

Alexus Graham

Typed Name of SSC Chairperson

Alexus Graham
Signature of SSC Chairperson

5/19/15
Date

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Adria Cole

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.
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6. This SPSA was adopted by the SSC at a public meeting on 6/9/15.

Attested:

Magdalena Moore

Typed Name of School Principal

Magdalena Moore

Signature of School Principal

5/12/16

Date

Joanna Arenas

Typed Name of SSC Chairperson

Joanna Arenas

Signature of SSC Chairperson

5-12-16

Date