

# The Single Plan for Student Achievement



**School:** College Connection Academy  
**CDS Code:** 43-69450-0127225  
**District:** Franklin-McKinley Elementary School District  
**Principal:** Amber N. Andrade  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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## School Vision and Mission

### College Connection Academy's Vision and Mission Statements

The College Connection Academy (CCA) is highly unique 7-12/13 grade program that provides a direct and accelerated path to college. CCA students are global, critical thinkers who stand ready to excel in college level courses during their final two years of high school, thus securing the skills they need to succeed in college, careers, and life.

## 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 College Connection Academy

Recognizing the need to foster a more educated workforce to meet the demands of our changing economy inspired the creation of an innovative partnership between the Franklin-McKinley School District, the East Side Union High School District and Evergreen Valley College. Our three communities will increase the number of first generation college graduates, equipping them with the education and experience they need to succeed in life and family-supporting careers.

## School Profile

College Connection Academy's goal, purpose, and design is to elevate, inspire and support students to become highly successful in college. The middle school (7th and 8th grade) is housed on the Yerba Buena High School campus at 1855 Lucretia Avenue in San Jose, CA. College Connection Academy has the same autonomy and freedom to be dynamic in its curriculum, methodologies and learning that students at a charter school receive. The Partners (the three districts) have combined and integrated their resources to make the Academy successful. A Steering Committee, consisting of one or more partners from all three districts as well a paid consultant, meets quarterly to collaborate on innovation, additions to the program, and focused improvement. There is shared decision making at CCA to the greatest degree possible, and all teacher and other educational staff ideas are elicited and incorporated into the Steering Committee meetings. The first cohort of CCA students graduated this year, and having met A-G

requirements, are headed off to college with some college already completed. Those students can enter San Jose State University and other universities ahead of their freshmen classmates, some as true Sophomores. The middle school is a vital part of setting these future college students up for success.

## **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).

Feedback from school staff, parents and students indicate a need to focus on:

- Increase of elective offerings and enrichment opportunities for students
- Continue to develop the college readiness focus, with increased collaboration with the Yerba Buena High School CCA teachers
- Refinement of the mission of CCA and a more focused approach to training and follow up on best practices to achieve the mission

### **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 visits by principal indicate needs in the following areas:

- Intentional focus on signature instructional practices
- Increase use of CFU strategies to ensure students are able to demonstrate learning
- Increased explicit teaching of academic vocabulary
- increased focus on writing and speaking to demonstrate learning

### **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)

Staff uses the results of all assessments including SBAC practice tests, Star Renaissance, CELDT, Science CST, District level assessments, common formative assessments, and checking for understanding during a lesson to gauge student progress and what they can do to improve instruction and learning.

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

Student progress data is gathered from a variety of sources. District STAR Renaissance data is analyzed as a school team after every assessment and classroom instruction and grouping is modified based on the current data. Essential Student Learning Outcomes are set and reviewed with Common Formative Assessments (CFAs) being administered every three to five weeks to gauge learning.

#### Staffing and Professional Development

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

All core academic classes are taught by teachers who are highly qualified in those subject areas. All teachers are EL certified and have received training in effective instruction of English Learners.

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

All CCA teachers are fully credentialed and have been trained in the core SBE-adopted curriculum for their subject areas.

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

All teachers are currently receiving training in the new Common Core State Standards. Professional development is aligned with their professional needs in implementing the new standards.

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

The Education Services Department at Franklin McKinley ensures that all teachers are adequately supported and coaching is provided by content experts, as well as ongoing training in standards-based instruction.

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

CCA teachers collaborate across disciplines. Teachers this year are also collaborating with other middle school colleagues within FMSD and through a partnership with Downtown College Prep.

#### Teaching and Learning

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

History/Social Science, Science, and PE curriculum is aligned with the California State Standards. New ELA and math curriculum is aligned with the CCSS. The ELA curriculum is in its second year of implementation and the Math curriculum is in its first year of implementation.

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

Minimum instructional minutes are exceeded in both reading/LA and mathematics.

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

CCA offers intervention in ELA and ELD. Students that are not performing at grade level in any of the CORE subjects are given extra tutoring during Homeroom. A plan has been developed to address the need for more Instructional Reading Intervention through after school intervention.

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

Standards-based, grade-level instructional materials are available to all students.

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

All teachers at CCA are using standards-aligned instructional and intervention materials in all core subject areas.

Opportunity and Equal Educational Access

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

In-class intervention via reteaching, small group instruction, and lesson looping are utilized to enable underperforming students to make gains and meet standards. ELA intervention classes are built into the day for students that are not performing at grade-level based on the STAR Renaissance data.

14. Research-based educational practices to raise student achievement

Instructional practices include Explicit Direct Instruction, blended learning, project-based learning, and practices related to implementation of the new Common Core State Standards.

Parental Involvement

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

Yerba Buena High School student tutors assist CCA students with academic subjects. The YBHS library is available for students to work on their homework and tutors are available throughout the week until 7pm. Teachers also provide extra support during Homeroom.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council, comprised of parents, students, and school staff meet regularly to review and update the School Plan and expenditures related to school improvement.  
The School Plan, expenditures, program planning and data is shared with parents monthly during our evening parent meetings.

Funding

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

Services provided by categorical funds include substitute release time, instructional materials for math and ELA intervention, after school tutoring and equipment maintenance agreement.

18. Fiscal support (EPC)

LCFF and Title I funding provided.

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

Seventh grade students enter CCA's college preparation program with a wide range of skills, abilities, and attitudes toward higher education. Students and families do not always understand what it will take to graduate high school ready to successfully enter and perform in college. Despite communications from the school, many families are not able to support the students through these rigorous academic expectations.

Due to its small size with a limited number of staff, CCA experiences some difficulty in organizing to meet the individual needs of all students. CCA administration and staff is very excited about the heightened level of collaboration with our colleagues (FMSD and DCP) and opportunities to enrich our program. Our current bell schedule is aligned with that of the high school, which allows us to maximize our resources and use of school facilities.

## 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 7	75	75	100.0	75	2568.7	24	32	29	15
Grade 8	61	61	100.0	61	2580.1	7	57	31	5
All Grades	136	136	100.0	136		16	43	30	10

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 7	28	51	21	33	45	21	13	76	11	35	56	9
Grade 8	21	67	11	16	70	13	15	77	8	26	67	7
All Grades	25	58	17	26	57	18	14	76	10	31	61	8

#### Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	75	75	100.0	74	2557.4	17	31	31	20
Grade 8	61	61	100.0	60	2547.2	3	36	31	28
All Grades	136	136	100.0	134		11	33	31	24

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 7	36	31	32	19	65	16	24	69	7
Grade 8	10	48	42	12	68	20	10	68	22
All Grades	25	39	37	16	66	18	18	69	13

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>7</b>			5	36	8	57			1	7	14
<b>8</b>			2	50	2	50					4
<b>Total</b>			7	39	10	56			1	6	18

#### Conclusions based on this data:

2. We've noted that a majority of our current LEP students have been in the EL program for more than 5 years. One of our major goals will be to successfully redesignate these students before they exit eighth grade.
3. When this year's CELDT scores are made available, we will review and plan for interventions with the entire staff, with assistance from the district office.

## 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>7</b>			5	33	9	60			1	7	15
<b>8</b>			2	50	2	50					4
<b>Total</b>			7	37	11	58			1	5	19

#### Conclusions based on this data:

2. We've noted that a majority of our current LEP students have been in the EL program for more than 5 years. One of our major goals will be to successfully redesignate all of these students before they exit eighth grade.
3. When this year's CELDT scores are made available, we will review and plan for interventions with the entire staff, with assistance from the district office.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			18
Percent with Prior Year Data			100.0%
Number in Cohort			18
Number Met			--
Percent Met			--
NCLB Target	57.5	59.0	60.5
Met Target			--

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					1	18
Number Met					--	--
Percent Met					--	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target					--	--

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

#### Conclusions based on this data:

- We've noted that a majority of our current LEP students have been in the EL program for more than 5 years. One of our major goals will be to successfully redesignate all of these students before they exit eighth grade.

## 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. When CELDT and AMAO reports are made available for CCA, staff will analyze our status and make any adjustments needed, particularly for ELs 5 or more years in the program.

## 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>
We will decrease the achievement gap between Latino and Asian students by 5%. All students on grade level will increase in their Instructional Reading Level and Math level by at least 1.5 years in one school year. Students that are behind in their IRL will increase by at least 2 levels in one year. All EL students will increase by at least two CELDT levels at a minimum, our goal is for all EL's to be reclassified at the end of the CCA Middle School Program.
<b>Data Used to Form this Goal:</b>
District STAR Renaissance data, California English Language Development Test (CELDT), Classroom observations CAASPP results in ELA and Math; CLOSE reading assessments; Student Writing Scores
<b>Findings from the Analysis of this Data:</b>
CCA students enter middle school with a wide range of skills and educational levels. Instructional reading levels ranged from 3.8 to 12. Although we do not currently have any "newcomers" we did start with students performing in the early intermediate level on their CELDT. This year we were able to see growth in all students on their CELDT and all students are in the Early Advanced or Advanced levels.
<b>How the School will Evaluate the Progress of this Goal:</b>
All staff will ensure that lesson plans are written that are targeted to work towards the Essential Student Learning Outcome that is set for that period of time. Those ESLO's will be mapped out for the year by staff and will be tied to Common Formative Assessments. Staff will use common formative assessments, STAR Renaissance and rigorous classroom checks for understanding to ensure all students are working towards that goal. Staff will meet weekly to discuss student growth in order to evaluate student progress towards goals. Staff will review student STAR Renaissance scores, CAASPP cluster data, and CELDT data to determine and place students in school intervention programs during and after school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will participate as the Instructional Leadership Team (ILT)	August to June	Principal, teachers	Teachers and Principal meet to discuss data and how to make improvements to instruction			
Provide PD for all Math and ELA teachers that is aligned to CCCSS.	August to June	Principal, Teachers	Substitute cost to cover Math teachers for PD	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	668.00
			Substitute cost to cover ELA teachers PD	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	668.00
Teacher to provide after school literacy intervention	August to June	Principal and teacher	1 section of intervention for 1 hour a day	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3910.00
Purchase instructional materials and supplies to support the implementation of the CCSS	August to June	Principal and teachers	Instructional materials	4000-4999: Books And Supplies		
Reproduction of materials for classroom use	August to June	Teachers and principal	Copier agreement	5000-5999: Services And Other Operating Expenditures	General Fund	3090.00
			Reprographics	5000-5999: Services And Other Operating Expenditures	General Fund	500.00
Provide release time for teacher data PLC's	August to June	Principal, Teachers	Principal and 1/2 time counselor will cover classrooms during 60 min block for staff to get together to do data chats once a month.			
Classroom monitoring for student learning	August to June	Principal	Monitoring for signature practices and implementation of CCSS and ToA			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CELDT testing	August to June	CELDT tester	CELDT testing	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	500.00
Provide EL training - includes 3D training	August to June	Principal	Training for staff	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	334.00
Provide in school intervention	August to June	Principal	Teachers will provide intervention during a 60 min block M-Th			
Provide Student Study Team (SST) days to discuss specific students that are not advancing	August to June	Principal, RSP, Psych, Speech	Substitute to release teachers for SST- 4 times	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	668.00
Provide individualized reading intervention	August to June	Principal	Purchase Reading Plus licenses for the entire school	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	7,200
Teacher to provide after school intervention for EL's	August to June	Principal	1 teacher for 1 hr after school	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3910.00



## 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>
All teachers will be highly qualified teachers and will model life-long learning. Teachers will receive trainings and keep up-to-date on the latest technology, content and curriculum used in high performing middle schools across the state. Teachers will plan lessons and use materials that are Common Core aligned.
<b>Data Used to Form this Goal:</b>
School Climate Survey Results Classroom observations Assignments using technology Lack of access to CCCSS aligned curriculum and materials
<b>Findings from the Analysis of this Data:</b>
Staff is missing the training and curriculum that aligned their practice to the latest CCCSS. In order to combat old curriculum, CCA teachers have been taking parts out of the old curriculum and paying for Discovery Ed licenses to create a program that is closer aligned to the CCCSS. Technology used in one classroom is starting to die out and we need more technology for the growing number of students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Classroom observations Usage of CCCSS aligned materials Technology usage in student classwork and assignments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Leadership Team Meetings	August to June	Principal, ILT	Cost included in Goal #1			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for all teachers in CCCSS	August to June	Principal, Teachers	SS, Sci, CCCSS PD- 1 day release	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	251.00
			Math and ELA cost included in Goal #1			
			PE conference registration	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	250.00
			PE substitute to cover during the conference	1000-1999: Certificated Personnel Salaries	LCFF Concentration	334.00
			SS, Sci, CCCSS PD- 1 day release	1000-1999: Certificated Personnel Salaries	Title I	250.00
Monitor and support ELs	August to June	Principal and Staff	Reclassification paperwork and monitoring ELD 3D monitoring Intervention see goal #1			
High quality field trips and off-campus learning experiences	August to June	Principal and Staff	Field trip cost included in goal #3			
Provide all students will an Elective	August to June	Principal, Teachers	All students will receive an elective			
Provide materials to increase relevance, achievement, and participation	August to June	Principal, Secretary	Purchase supplies and Materials	4000-4999: Books And Supplies	Title I	3166.00
			Purchase supplies and materials	4000-4999: Books And Supplies	General Fund	1840.00
After School Music Program	September- May	Principal and staff	Teacher hours 4 days per week	1000-1999: Certificated Personnel Salaries	LCFF Concentration	3160.00
				1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4660.26

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase student agenda's for each student	August	Principal, Secretary	Purchase agendas	4000-4999: Books And Supplies	LCFF Supplemental	780.00
Provide CCCSS aligned Sci and SS teaching by using aligned materials and curriculum	August-June	Principal, staff	Pay for Discovery Education Licenses	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	2076.00
Provide a way for teachers to monitor student usage of computers	August	Principal	Purchase Goguarian software for 2 rooms of students	5800: Professional/Consulting Services And Operating Expenditures	Title I	448.00
Purchase replacement light bulbs for LCD projectors	August	Principal,Secretary	Replacement light bulbs	4000-4999: Books And Supplies	LCFF Supplemental	400.00

## 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>
Increase the variety of ways we engage with parents and the community. This will include parent nights, night meetings, trainings, classes, field trips, and making them part of CCA decision making. Student- Increase positive student culture by increasing award assemblies and spirit assemblies. We will also increase their community involvement in order to solve community issues. Community- Increase partnerships to include guest speakers, science mentors, and community organizations
<b>Data Used to Form this Goal:</b>
Teacher feedback Student data Parent surveys
<b>Findings from the Analysis of this Data:</b>
2015/2016 Every parent meeting was attended by at least 45 parents. Parents feel part of the school community and part of the decision making team. Parent participation increased in family trips but only stayed the same for meetings. Very few parents participated in the PC classes that they asked for last year. Parents have asked for a parent of a teen support group or activities for parents to get together to bond. Parents stated that they do not feel that their input is taken into consideration with larger district decisions (LCAP, services, staffing). All students complete 15 hours of community service every year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Number of families attending school events. Student and Parent surveys. List of new and continuing community partnerships and speakers.  Continue holding parent meetings at night and schedule student assemblies once a month and invite parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will be trained in Restorative Justice practices and Trauma Care	August	Principal, Teachers	PD for teachers given during Admin days			0
Staff will rotate attendance to parent meetings	August to June	Principal, teachers	Adjunct hours given/no cost to school			0
Recruit community partnerships	August to June	Principal	Principal will actively recruit community members to partner with CCA			0
Provide Parent ESL classes	September to June	Principal, staff	Work with YB to extend ESL classes to CCA parents			0
Family Field Trips and Days will be planned out. Four college trips and two family days.	August and September	Principal, Teachers	Provide bussing	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	1600.00
			Food for events	4000-4999: Books And Supplies	LCFF Supplemental	200.00
Parents will participate in SSC, DELAC, DAC, and other committees to support the District and community	August and September	Principal	Parents were surveyed, nominated and elected			0
Translation for school-parent communication and meetings	August to June	Principal	1 Interpreter for each meeting for 2 hours	2000-2999: Classified Personnel Salaries	Title I	550.00
			Reprographics- parent newsletters- cost covered in goal #1			
			1 Interpreter for each parent meeting for 2 hours	2000-2999: Classified Personnel Salaries	LCFF Concentration	550.00
Student Incentives	August to June	Principal	Purchase items to positively reward students	4000-4999: Books And Supplies	LCFF Concentration	2000.00
Instructional enrichment, including well-designed field trips to colleges and universities, and other trips planned for student enrichment focused on college readiness	August to June	Principal and Teachers	Bussing	5000-5999: Services And Other Operating Expenditures	General Fund	1190.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supervision of school activities and breaks	August to June	Noon Duty Supervisor	Hourly rate for noon duty 2 hours per day	2000-2999: Classified Personnel Salaries	General Fund	5000.00
After school sports activities	August to June	Coach	Stipend for coaches	1000-1999: Certificated Personnel Salaries	General Fund	600.00
			Transportation cost	5000-5999: Services And Other Operating Expenditures	General Fund	700.00
Cell phone service	August to June		Principal's cell	5000-5999: Services And Other Operating Expenditures	General Fund	700.00
Buy 2 Emergency Backpacks for the new classrooms	August to June	Principal, Secretary	Red backpacks	4000-4999: Books And Supplies	General Fund	170.00
Purchase a polo shirt for each incoming CCA student	August	Principal, Secretary	Purchase 1 shirt per incoming 7th grader	4000-4999: Books And Supplies	General Fund	1700.00
Assign all students a mentor	August	Principal				
Purchase banners and recruitment materials	August to June	Principal, Secretary		4000-4999: Books And Supplies	General Fund	3650
Create CCA marketing videos	August to October	Principal, Students	Students will submit a video			0
Paint a mural on the side of P-61 so that the community can see where we are located and to build school culture.	July-August	Principal	Cost of mural	5000-5999: Services And Other Operating Expenditures	Title I	1000.00
Continue to provide guest speakers and business mentors for CCA students	August-June	Principal				

## 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	1812.05
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	2835.33
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1788.58
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	2514.78
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	181.20
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	169.73

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	11733.
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	220.65
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	4243.24
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	424.32
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	90.60
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	2464.39
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	7965.99
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	271.81
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	543.61
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1188.11



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	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	181.20
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	7248.19
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	1630.84
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	2301.30
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	226.51
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	851.66
			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	1697.30
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	1780.67

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	32821.68
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	361.05
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	3967.93
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	85.55
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	101.84
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	579.86
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		398.65
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	5854.13
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3934.88
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	976.46

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Student Enrichment	4000-4999: Books And Supplies	LCFF Base	673.40

## 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	6369.95
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6325.15
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	407.71
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4557.66
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	37518.83
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	14348.24

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	374.91
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1812.05
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2070.70
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	568.03
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	292.90
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1018.38
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1561.51
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	31.40
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	254.49
			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	2121.62

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	36000
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	4530.12
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1286.15
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	678.92
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	33.95
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	16.97
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	203.68
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	453.01
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	20359.54
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries		1991.46

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	5353.53
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	326.17

## 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	2406.02
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	181.20
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	397.30
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1630.84



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	579.86
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1282.64
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1359.04
			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	561.73
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	189.33
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	85.55
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	181.20
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	906.02

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	6298.21
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	225.20
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	135.78
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	36.24

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	2224.78
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1476.98
			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	54.36

## 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	General Fund	600.00
2000-2999: Classified Personnel Salaries	General Fund	5,000.00
4000-4999: Books And Supplies	General Fund	7,360.00
5000-5999: Services And Other Operating	General Fund	6,180.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	3,494.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	550.00
4000-4999: Books And Supplies	LCFF Concentration	2,000.00
5000-5999: Services And Other Operating	LCFF Concentration	2,076.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	15,569.26
4000-4999: Books And Supplies	LCFF Supplemental	1,380.00
5000-5999: Services And Other Operating	LCFF Supplemental	1,850.00
5800: Professional/Consulting Services And	LCFF Supplemental	7,200.00
1000-1999: Certificated Personnel Salaries	Title I	250.00
2000-2999: Classified Personnel Salaries	Title I	550.00
4000-4999: Books And Supplies	Title I	3,166.00
5000-5999: Services And Other Operating	Title I	1,000.00
5800: Professional/Consulting Services And	Title I	448.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	5414.00	0.00
LCFF Supplemental	26,000.00	0.74
LCFF Concentration	8120.00	0.00

Funding Source	Total Expenditures
General Fund	19,140.00
LCFF Concentration	8,120.00
LCFF Supplemental	25,999.26
Title I	5,414.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	19,913.26
2000-2999: Classified Personnel Salaries	6,100.00
4000-4999: Books And Supplies	13,906.00
5000-5999: Services And Other Operating Expenditures	11,106.00
5800: Professional/Consulting Services And Operating	7,648.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	21,448.00
<b>Goal 2</b>	17,615.26
<b>Goal 3</b>	19,610.00

## 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
Amber Andrade	X				
Denise Fernandez			X		
Joel Robison		X			
Luke Holm		X			
Patricia Ramirez				X	
Yahaira Perez				X	
Minhuynh Tran				X	
Cindy Do					X
<b>Numbers of members of each category:</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

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 05/09/16.

Attested:

Amber N. Andrade

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

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

\_\_\_\_\_  
Date

Minhuynh Tran

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

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

\_\_\_\_\_  
Date

**Recommendations and Assurances**

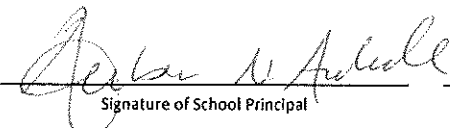

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State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

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

Attested:

Amber N. Andrade		
Typed Name of School Principal	Signature of School Principal	Date
Minhuynh Tran		5/8/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date