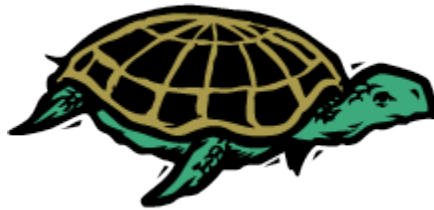


# The Single Plan for Student Achievement



**School:** Franklin Elementary School  
**CDS Code:** 43-69450-6047195  
**District:** Franklin-McKinley Elementary School District  
**Principal:** Jose Jacinto  
**Revision Date:** May 5, 2016

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

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

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

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## School Vision and Mission

### Franklin Elementary School's Vision and Mission Statements

#### School Vision and Mission

Franklin Elementary School is committed to learning as a lifelong process and is committed to the District's goal that every child will perform on grade level or better by the end of the third grade. Quality education is attainable through the full partnership of staff, students, parents, and the community collaborating for the success of our students. Franklin staff appreciates that each student is unique and is strengthened through addressing and developing special needs and strengths.

## 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 Franklin Elementary School

The Franklin-McKinley School District will ensure that all 8th grade student graduates have the skills and knowledge to be ready for a college preparatory curriculum in high school. They will all have the ability to pursue a program preparing them for university and/or careers and lifelong learning.

## School Profile

#### School Profile

Franklin Elementary School is located in the central southeast section of San Jose, adjacent to the Santa Clara County Fairgrounds, in Franklin Elementary School  
Single Plan for Student Achievement

a light industrial area. Franklin is one of sixteen schools in the Franklin-McKinley School District and serves approximately 780 students in kindergarten through sixth grade. Franklin is not situated in a residential neighborhood and several large arteries of traffic divide the community, with the result that most students are bused to and from school. A great strength of our school is the multicultural and multi-ethnic nature of our population. Our students represent ten different language groups. The two predominant ethnic groups are Hispanic and Vietnamese; 47% of our students are Hispanic, 49% are of Vietnamese origin. 62% of our students are designated English Learners; 80% of our students receive free or reduced lunch. A preschool facility on the campus serves approximately 60 students aged 3-5 years.

A wide variety of programs and services are available for students and parents at Franklin School. Approximately two-thirds of Franklin students qualify for services under Title I and 60% qualify for services identified for students that are English Learners. Services for these students include, but are not limited to, differentiated instruction in small groups and as individuals, differentiated materials, direct and indirect services from certificated support staff, and extended-day interventions. Franklin teachers have participated in Thinking Maps training to effectively provide instruction for students in order to support all modalities of learning. In kindergarten and first-grade, retired teachers provide academic intervention (RTI2) during the day to assist our most struggling students. By providing academic support in the early grades, Franklin is able to build a solid foundation for academic success. To implement effective instructional practices, teachers meet in grade levels regularly to plan instruction, review student assessment data, and identify effective strategies for student needs as indicated by interim assessments.

Services to students include :

- One Special Day Class serve students first through third-grade;
- One Special Day Class serves students in fourth through sixth-grade;
- The GATE program serves students who are identified, according to District guidelines;
- A full-time Curriculum Support Specialist provides PDL training and supports teachers with CCSS implementation
- A full-time Project Specialist to support school-wide instructional program, assist with providing a positive learning environment for all, and parent engagement.
- A Head Start preschool facility on the campus serves 60-80 students aged 3-5 years;
- A Resource Specialist serves students as per their Individual Educational Plans and Tier 3 of the RTI2 model;
- Three quarter-time Speech Therapist;
- Part-time Psychologist;
- Paraprofessionals, including speakers of Spanish, provide instructional services to students and assist with communications between parents and teachers.
- A Library/Media Assistant staffs the school library, which houses more than 8,000 titles. All students have access to the school library and classes visit the library weekly. Each classroom contains a classroom library of at least 300 titles.
- Part-time Spanish and Vietnamese-speaking liaisons provided by the District Office assist in communications between home and school.
- General school funds provide all students in grades 2 -6 with student planners. The planners illustrate attitudes important for school success are in line with school-wide Character Development Program. (BEST)

GATE: Franklin has a strong GATE program which provides students enrichment opportunities in and out of the classroom. A GATE facilitator coordinates testing for and services to students in the Gifted and Talented Education program. Testing for GATE is held twice annually, and at least one parent meeting is held annually. GATE students are grouped in clusters for instruction, their classroom teachers provide differentiated instruction for them. A variety of after-school extended day programs are available for identified GATE students, provided through teacher volunteer hours.

## **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).

Conclusions from Parent, Teacher and Student Input:

Parent surveys were conducted in the fall of 2015, using a written and online instrument in English, Spanish and Vietnamese. 88% of the parents responded that it was either definitely true or mostly true that school is a safe place, that staff are willing to listen and that they are informed about their children's progress. 98% of the parents who completed the survey felt positive that teachers expect their children to succeed, that teachers expect quality work and that the school promotes intercultural understanding. 80% of the parents indicated that they are informed about their child's progress, that the staff cares about the students and that the school promotes intercultural understanding. Overall 90% of the parents agreed that teachers expect their children to succeed and that they expect quality work.

Staff was surveyed using online survey in the fall of 2015 regarding curriculum, instruction, assessment, learning environment, resources, leadership, relationships, and policies. The surveys indicated that the 69% of staff agreed that in the areas of curriculum and instruction, there has been appropriate training, which staff is well aware of the purposes and uses of assessments, and that staff believe all students can learn. 50% of the staff members indicated in 2015 that there was not sufficient time for professional collaboration. Since that time, grade level Professional Learning Community meetings to review data and plan for reading and writing instruction occur regularly. 79% of the staff agreed that they are supported by site-level administration to work effectively to meet the goals of their position.

### **Classroom Observations**

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

- \* Monthly Instructional Rounds
- \* Administration Walk-Through Visits; weekly
- \* Peer Classroom Observations; monthly
- \* Short Stops - Focus on instructional strategies for ELL's

### **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)

Franklin teachers continually use state and local assessments to modify instruction to improve student achievement. These assessments include RenaissanceSTAR Early Literacy, Reading, and Math, CELDT, CAASPP, and DRA as well as pre/post writing assessments.

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

Franklin teachers use curriculum embedded assessment data to monitor student progress.

- \* Review of RenaissanceSTAR Early Literacy/Reading and Math for 2015-2015 and for 2016-2017 as results are available
- \* Review of Grade-Level Common Formative Assessments
- \* Review students' work and standards based report card information
- \* Review of EngageNY exit tickets, mid-module, and end of module assessments (K-5) and College Preparatory Mathematics assessments (6th grade)

Staffing and Professional Development

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

All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by ESEA. By September of 2016, Human Resources will report that all teachers and paraprofessionals have met the requirements for highly qualified, as defined by ESEA.

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

- \* All teachers will participate in Functional Grammar training throughout the 2016-2017 academic year.
- \* All teachers will participate in District PD for Close Reading, Guided Reading, and the ELA/ELD Framework throughout the 2016-2017 academic year.
- \* Teachers will be provided with 1 to 2 release days per year to meet as a grade-level team and review curriculum pacing, share instructional strategies, and visit classrooms (Instructional Rounds)
- \* Bi-weekly PLC's by grade-level

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

By August 2016, Educational Services will report that all teachers and paraprofessionals will participate in high quality, differentiated professional development during the 2016-2017 school year. Teachers will attend District-Wide professional development related to Close Reading, Guided Reading, and the ELA/ELD Framework. Site members will provide staff professional development in CCSS/PLC and use the ROCI process to improve student learning.

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

- \* District-wide staff development is provided as support for the adoption and implementation of the CCSS - By grade-level teams.
- \* School-Site Staff Development on the implementation of Close Reading, Guided Reading, and the ELA/ELD Framework.
- \* Twice monthly PLC meetings
- \* 2-3 Release days per grade-level: Curriculum planning for Functional Grammar, Sharing best practices related to instruction; focus on ELL's, and opportunity for classroom visits
- \* CSS will provide coaching assistance to teachers throughout the school year
- \* BTSA program will be provided through the district for any new teacher hired (two years)

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

Franklin will provide teachers time for twice monthly grade-level collaboration meetings. At these meetings, teachers will: analyze data, share strategies for implementation of CCSS, Close Reading, and Common Formative Assessments, share best practices, and plan for adjusting instruction.

Franklin will participate in the Instructional Leadership Team Quarterly meetings.

### 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)

Franklin follows the recommended EPC's for reading/language arts, math and Physical Education for K-6. Teacher will also provide differentiated instruction during the day for all student and when possible provide small group interventions with in the classroom. CORAL program will provide after school programming for students in 1st - 3rd grades. Students below proficiency will be recommended to participate in the CORAL after school program.

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)

Instructional materials, including intervention materials, are SBE-adopted and standards-aligned.

### Opportunity and Equal Educational Access

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

- Teachers collaborate at grade levels to better target the needs of under-performing students, and analyze student work to plan for instruction to meet the needs of all students
- Differentiated instruction is provided at our school to meet the needs of students at all levels.
- Teacher met the requirements under NCLB to provide a variety of levels to support all students.
- The library provides educational materials and programs to meet the needs of all levels of learners.
- Technology resources are provided and integrated into the curriculum both in class and through the use of the computer lab.
- New teachers are supported through the Santa Clara New Teacher Project (BTSA)
- \* New Comers are provided with Imagine Learning program
- \* Teachers offer before and after school interventions

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

- \* Franklin teachers use research-based educational practices to raise student achievement.
- \* PBIS/BEST Program
- \* Ticket-to-Read
- \* SLC and PLC focus on SMART GOALS
- \* Imagine Learning
- \* Brain Pop Jr and Brain Pop ELD
- \* Writer's Workshop
- \* Reading Across Content
- \* Lexia

#### Parental Involvement

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

- District-provided translation services provide English-Spanish, English-Vietnamese translations at Parent/Teacher Conferences, IEPs, SSTs, and school communications
- CORAL After-School program for 1-3 grades.
- Retired reading specialist on site 2 days a week to work with targeted students 1:1 or in small group to provide reading instruction/intervention
- Resource teacher and Para Educator support students with IEP's in and out of the mainstream classrooms

#### 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 SLC 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 manage data and interventions. Additional funds are used to buy classroom materials to support mastery of standards.

#### 18. Fiscal support (EPC)

Fiscal support is provided by the FMSD Business Services Dept. in the allocation of categorical funding including Title I, Title III and LCFF funds.

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

Below are some of the barriers Franklin is confronted with:

- \* High Mobility Rate
- \* High Number of Social and Economically Disadvantage Population
- \* Busing Restrictions for After-school intervention and enrichment programs
- \* No Newcomers Program or staffing to support newcomers with instructional needs
- \* Closing the Achievement Gap



Related School Goals:

- \* Franklin will make a 5% growth in both ELA and Math as measured by Renaissance STAR
- \* All students grades K - 6th grade will participate in the BEST program
- \* All newcomers will participate in the Imagine Learning program to support their reading and language development

## 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	119	117	98.3	114	2442.6	34	20	23	21
Grade 4	97	97	100.0	95	2462.3	24	23	20	32
Grade 5	134	131	97.8	129	2499.9	21	31	18	29
Grade 6	131	129	98.5	127	2519.7	15	32	28	24
All Grades	481	474	98.5	465		23	27	22	26

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	25	43	32	33	49	18	24	61	16	32	53	16
Grade 4	14	49	37	21	54	25	19	62	19	24	54	22
Grade 5	22	41	37	29	47	24	18	62	20	35	47	19
Grade 6	13	50	37	27	50	23	13	69	18	26	59	15
All Grades	19	46	36	28	50	22	18	63	18	29	53	18

#### Conclusions based on this data:

1. Many students in third and fifth grade are able to demonstrate understanding of literary and non-fiction texts based on the percent of students Near, At, or Above Standard
2. Many students in third grade are able to produce clear and purposeful writing based on the percent of students Near, At, or Above Standard
3. Students in fourth and sixth grade struggle to demonstrate understanding of literary and non-fiction texts based on the percent of students Above Standard

## 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	119	119	100.0	119	<b>2447.6</b>	29	31	21	18
Grade 4	97	97	100.0	97	<b>2465.7</b>	18	29	26	28
Grade 5	134	131	97.8	131	<b>2498.3</b>	18	20	31	31
Grade 6	131	129	98.5	128	<b>2520.3</b>	20	23	29	26
All Grades	481	476	99.0	475		21	25	27	26

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	41	35	24	37	33	30	31	50	18
Grade 4	31	27	42	21	44	35	26	39	35
Grade 5	21	34	44	19	45	36	16	50	34
Grade 6	30	30	40	16	59	26	22	52	27
All Grades	31	32	37	23	45	32	23	48	28

#### Conclusions based on this data:

1. Many of the students tested in third grade are able to apply mathematical concepts and procedures based on the percent of students Near, At, or Above Standard
2. There is a wide range in student level of understanding across the grade levels based on the Overall scores for All Grades in Standard Not Met, Nearly Met, Met, and Exceeded
3. Almost half of the students tested in fourth, fifth, and sixth grades struggle with applying mathematical concepts and procedures based on the percentage of students Below Standard

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			3	30	4	40	2	20	1	10	10
<b>1</b>	4	5	15	19	35	45	16	21	8	10	78
<b>2</b>	14	16	29	33	35	40	8	9	2	2	88
<b>3</b>	21	24	27	30	27	30	10	11	4	4	89
<b>4</b>			13	37	12	34	7	20	3	9	35
<b>5</b>	6	13	19	41	15	33	2	4	4	9	46
<b>6</b>	1	3	10	27	17	46	4	11	5	14	37
<b>Total</b>	46	12	116	30	145	38	49	13	27	7	383

#### Conclusions based on this data:

1. Overall, the majority of students tested are English proficient at an Intermediate or Early Advanced level
2. Overall, 12 students are approaching readiness for Reclassification as Fluent English Proficient
3. There is a concern for students at risk of becoming Long Term English Learners for the 118 students still being tested in fourth through sixth grade

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			7	8	19	22	22	25	39	45	87
<b>1</b>	5	6	15	19	35	44	16	20	9	11	80
<b>2</b>	14	16	30	33	36	40	8	9	2	2	90
<b>3</b>	21	22	27	29	28	30	10	11	8	9	94
<b>4</b>			13	37	12	34	7	20	3	9	35
<b>5</b>	6	12	19	39	15	31	2	4	7	14	49
<b>6</b>	1	2	10	23	18	42	4	9	10	23	43
<b>Total</b>	47	10	121	25	163	34	69	14	78	16	478

#### Conclusions based on this data:

1. Overall, the majority of students tested are English proficient at an Intermediate or Early Advanced level
2. Overall, 47 students are approaching readiness for Reclassification as Fluent English Proficient
3. There is a concern for students at risk of becoming Long Term English Learners for the 127 students still being tested in fourth through sixth grade

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	438	421	383
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	438	421	383
Number Met	259	258	260
Percent Met	59.1%	61.3%	67.9%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	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	443	86	417	91	370	85
Number Met	146	33	126	36	123	37
Percent Met	33.0%	38.4%	30.2%	39.6%	33.2%	43.5%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	Yes	No	Yes	No

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

#### Conclusions based on this data:

1. AMAO 1: The number of testers is decreasing and the percentage met is increasing each school year. The NCLB Target was met each year.
2. AMAO 2: The NCLB Target for the number of students reaching proficiency in less than five years was met each year. The Target for students reaching proficiency in five or more years was not met in any of the three years.
3. AMAO 3: Participation rate was met in both years it was measured. Percent proficient or above was not measured.

## 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. To be populated after CDE release in October 2016.

## 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>
Raise achievement for all students while narrowing the achievement gap between Hispanic and Asian students
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>* RenaissanceSTAR Early Literacy, Reading, and Mathematics</li><li>* DRA (K-3)</li><li>* Curriculum Assessments</li><li>* Common Formative Assessments</li><li>* FMSD Writing Assessments</li><li>* CELDT</li><li>* Classroom Walk-through monitoring</li></ul>



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

Overall Schoolwide RenaissanceSTAR growth from BOY to MOY assessment.

**Asian Subgroup**

BOY: 62% of students 50th PR or higher  
 MOY: 64% of students 50th PR or higher

**Hispanic Subgroup**

BOY: 18% of students 50th PR or higher  
 MOY: 27% of students 50th PR or higher

**Achievement Gap Analysis**

BOY: 44% Achievement Gap between Asian and Hispanic Subgroups  
 MOY: 37% Achievement Gap between Asian and Hispanic Subgroups  
 7% reduction in Achievement Gap between Asian and Hispanic Subgroups between BOY and MOY

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

- \* Assessment Data: Teachers will use data to determine student progress towards mastery of goals
- \* Teacher Collaboration: PLC meetings around student data and teacher planning
- \* ROCI Cycle

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordination of the assessment program and data analysis	July 2016 - June 2017	Carlos Marquez CSS AP Principal	Project Specialist	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	37983

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus Student Groups	September 2016 - June 2017	Staff	Teachers, Project Specialist, Curriculum Support Specialist and Administration will provide encouragement, support and attention to Focus Group Students as identified by teachers of students that with additional support and attentiveness can move from approaching to meeting grade-level.	4000-4999: Books And Supplies	LCFF Supplemental	1000
Professional Learning Communities - Release time for teachers/grade-levels.	September 2016 - June 2017	Staff	Teachers will meet in PLC groups to analyze assessment data and plan instruction.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6500
			Teachers will meet in PLC groups to analyze assessment data and plan instruction.	1000-1999: Certificated Personnel Salaries	LCFF Concentration	9000
Teacher Interventions After-School	September 2016 - May 2017	Staff	Teachers can volunteer to provide after school intervention to students that are below grade level.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6000
			Teachers can volunteer to provide after school intervention to students that are below grade level.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	9769

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have necessary materials and supplies	August 2016 - June 2017	Principal	Principal will provide students and teacher with adequate instructional materials throughout the academic school year.	4000-4999: Books And Supplies	LCFF Supplemental	10000
			Principal will provide students and teacher with adequate instructional materials throughout the academic school year.	4000-4999: Books And Supplies	Title I Part A: Allocation	12209
IKON Equipment Agreement; ? Students will be provided copies of instructional material to support learning.	August 2015 - June 2016	Principal and District Office	Contract with IKON to provide Copy machine and maintenance for machine.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	12000
			Contract with IKON to provide Copy machine and maintenance for machine.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5000
Contract with District Reprographics; Students will be provided copies of instructional material to support learning.	August 2015 - June 2016	Principal	Allocate funds to be able to provide Fall, winter, and spring homework packets for students during the long breaks: reinforce academic skills and content.	4000-4999: Books And Supplies	Title I Part A: Allocation	4769
			Allocate funds to be able to provide Fall, winter, and spring homework packets for students during the long breaks: reinforce academic skills and content.	4000-4999: Books And Supplies	LCFF Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CELDT Coordination: EL assessment and reclassification	August 2015 - May 2016	Project Specialist	Project Specialist will oversee coordination of CELDT testing, administer CELDT tests to newly enrolled students. PS will assess all EL's and complete reclassification documents and assessments. PS will keep parents informed of EL progress at SSC meetings and throughout the school year.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	70540
CELDT Testing -	August 2015- October 2016	Project Specialist Principal	Principal will contract retired teacher to assist with administering the CELDT test. District will support site with cost of CELDT testers.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal, AP, CSS, and PS will provide students and teachers with adequate instructional materials throughout the academic school year.	August 2015- June 2016	Principal AP CSS Project Specialist	Principal will provide students and teachers with adequate instructional materials throughout the academic school year.	4000-4999: Books And Supplies	LCFF Supplemental	5000
			Principal will provide students and teachers with adequate instructional materials throughout the academic school year.	4000-4999: Books And Supplies	Title I	8000
					LCFF Concentration	8040
			Printers and Ink	4000-4999: Books And Supplies	Title I	6000
			Copy Paper	4000-4999: Books And Supplies	LCFF Supplemental	3000
			4000-4999: Books And Supplies	Title I	6000	
Teacher PD - Teachers will participate in Reading/writing/ICLE PD throughout the 2016-2017 academic year.	August 2016-May 2017	Principal Assistant Principal Project Specialist Curriculum Support Specialist	Teachers will participate in reading/writing/ICLE development PD across content areas and grade-levels.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2000
			Teachers will participate in reading/writing/ICLE development PD across content areas and grade-levels.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4000
			Teachers will have the opportunity to visit colleges during the instructional day using the ICLE rubric for professional development.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3000
					LCFF Concentration	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Teacher Conferences; Babysitting and translators	During parent/teacher meetings	Principal AP	Teacher will meet with parents throughout the year to inform parents/families of student academic progress. Principal will secure childcare and translators for teachers and parents.	2000-2999: Classified Personnel Salaries	LCFF Concentration	2000
			Teacher will meet with parents throughout the year to inform parents/families of student academic progress. Principal will secure childcare and translators for teachers and parents.		Title I Part A: Allocation	3000
Purchase Technology	August 2015-June 2016	Principal	Provide teachers and students with functional technology to assist with the delivery of instructional content to students.	4000-4999: Books And Supplies	LCFF Concentration	11000
			Provide teachers and students with functional technology to assist with the delivery of instructional content to students.		LCFF Supplemental	3000
			Provide teachers and students with functional technology to assist with the delivery of instructional content to students.		Title I Part A: Allocation	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Web-Based Programs	August 2016- June 2017	Principal AP	Provide students and teachers with standard-based academic web programs to support student learning * Ticket-to Read * Tumble Books * Brain Pop * Lexia * Math intervention program	4000-4999: Books And Supplies	Title I	8769
			* Ticket-to Read * Tumble Books * Brain Pop * Lexia * Math intervention program	4000-4999: Books And Supplies	LCFF Concentration	4500
Teacher will have supplemental instructional materials for informational reading.	August 2016- June 2017	Principal Assistant Principal Project Specialist Curriculum Support Specialist	Principal/AP will order supplemental instructional materials for teachers. EG - Time for Kids, NG.	4000-4999: Books And Supplies	LCFF Supplemental	3000

## 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>
Franklin School will educate students in a learning environment that is safe, drug-free, and conducive to learning for all.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>* District Satisfaction Surveys</li><li>* Infinite Campus Reports</li><li>* Patriot Pass Program (PBIS/BEST)</li><li>* SSC Meeting Notes</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>* Franklin provides our community with a safe, nurturing learning environment for students, staff, and parents.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>* District Satisfaction Surveys</li><li>* Infinite Campus Reports</li><li>* Patriot Pass Program (BEST)</li><li>* SSC Meeting Notes</li></ul>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small Learning Community (SLC's) - Teacher Planning Time	August 2016 - June 2017	Staff		1000-1999: Certificated Personnel Salaries	LCFF Concentration	2500
				1000-1999: Certificated Personnel Salaries	Title I	5000
Professional Learning Community (PLC) - Teacher Planning Time	August 2016 - June 2017	Staff		1000-1999: Certificated Personnel Salaries	LCFF Concentration	2500
				1000-1999: Certificated Personnel Salaries	Title I	8000
Full-day/half-day kindergarten classified support/intervention	August 2016 - June 2017	Principal AP	Add additional classified hours to provide Kindergarten and 1st grade students with intervention support during the school day.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	7300
Technology Cart	March 2017	Principal	Provide students with the appropriate technology to conduct SBAC assessment and implementation of CCSS.	4000-4999: Books And Supplies	LCFF Supplemental	7185
			Provide students with the appropriate technology to conduct SBAC assessment and implementation of CCSS.	4000-4999: Books And Supplies	Title I Part A: Allocation	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Contract with Andrea Butler (Reading Development across grade-levels)	August 2016 - June 2017	Principal AP CSS PS	Franklin will contract with Andrea Butler to provide Professional Development in Reading across content areas throughout the school year and assist with classroom observation. She will also be available for consultations sessions over the phone/email as needed for staff/admin.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6000
			Franklin will contract with Andrea Butler to provide Professional Development in Reading across content areas throughout the school year and assist with classroom observation. She will also be available for consultations sessions over the phone/email as needed for staff/admin.	1000-1999: Certificated Personnel Salaries	LCFF Concentration	1498
Expectations Assembly - School-wide	September 2016 January 2017 March 2017	Principal AP	Review program with all student and the Core-Values which students are honored for displaying (Respect - Responsibility- Citizenship). Review with students reasons for suspension/expulsion and consequences.			0

## 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>
Improve the engagement of the entire school community including the levels of parent involvement and student engagement.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>* District Satisfaction Surveys</li><li>* Walk Thru Data</li><li>* SSC Meeting Notes</li><li>* Sign-in sheets from parent/school events (SSC, Latino Literacy Program, Teacher/Parent Conferences)</li></ul>
<b>Findings from the Analysis of this Data:</b>
Students and families are highly engaged.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>* District Satisfaction Surveys</li><li>* Walk Thru Data</li><li>* SSC Meeting Notes</li><li>* Sign-in sheets from parent/school events (SSC, Latino Literacy Program, Teacher/Parent Conferences)</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council Meetings	September 2016 - April 2017	Principal, Project Specialist AP	Hold monthly parent meeting to inform families and community on assessment, funding, and general school business.	4000-4999: Books And Supplies	LCFF Supplemental	3425
			Hold monthly parent meeting to inform families and community on assessment, funding, and general school business.	4000-4999: Books And Supplies	Title I Part A: Allocation	575
Students attendance will exceed 97% during the school year.	September 2016 - June 2017	Principal AP	Monthly attendance report will reflect a 97% or high attendance percentage.  Attendance Incentives - Bumper Stickers or the like	4000-4999: Books And Supplies	LCFF Concentration	882

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Patriots Pass Program	September 2016 - April 2017	* Principal and Staff	Principal will contact parents of winning students to congratulate their children on being selected as Patriot Pass winner for the month.	4000-4999: Books And Supplies	LCFF Supplemental	700
			Principal will hold end-of-year Rally for students and families to celebrate a successful school year and honor students for displaying positive behavior traits.			
			Teach all students the three core-values for Franklin Respect, Responsibility, and Citizenship. Students will be recognized on a weekly and at end of year Spirit Assembly.	4000-4999: Books And Supplies	LCFF Concentration	1000
			Purchase Monthly Prizes - Students will be awarded prizes to encourage positive school climate.	4000-4999: Books And Supplies	Title I	1000
			Teacher will provide lesson on "Patriot Pass" program to teach students on the three core-values; Respect, Responsibility, and Citizenship.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Latino Literacy Program	September 2016 - May 2017	*Project Specialist *AP *Principal	Support staff will hold a 6 session literacy program for Hispanic parents using the "Latino Literacy" program. Principal and Assistant Principal will monitor programs implementation and purchase necessary materials and books.	4000-4999: Books And Supplies	LCFF Supplemental	2000
				4000-4999: Books And Supplies	Title I	1000
			School will provide parents with childcare during programing.	2000-2999: Classified Personnel Salaries	LCFF Concentration	1500
					Title I	1000
Franklin Beautification Day	May 2017	Principal AP Project Specialist	Teachers will have access to copy machine and adequate paper to provide students with supplemental learning materials.	4000-4999: Books And Supplies	LCFF Supplemental	1000
			Teachers will have access to copy machine and adequate paper to provide students with supplemental learning materials.	4000-4999: Books And Supplies	LCFF Concentration	500
SST and RTI Program	September 2016 - June 2017	Principal SST Coordinator CSS AP	Site will provide Sub coverage for teachers to attend SST and IEP meetings	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3500
				1000-1999: Certificated Personnel Salaries	LCFF Concentration	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Back-to-School Parent Social	August 2016	* Principal * Assistant Principal * Project Specialist * CSS	Provide parents with an opportunity to socialize with parents and support staff on the first-day of school. Principal to welcome families to another school year.	4000-4999: Books And Supplies	LCFF Supplemental	500
			Provide assistance to parents on the first-day of school - Noon-duties to assist parents in locating classroom and answering questions.	2000-2999: Classified Personnel Salaries	Title I	1000
Correspondences between School and families.	September 2016 - June 2017	* Principal * Assistant Principal	School will send home correspondences related to students progress, testing, ELL's, etc.	4000-4999: Books And Supplies	LCFF Supplemental	2000
			School will send home correspondences related to students progress, testing, ELL's, etc.	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
Parent Teacher Conferences	Fall Conferences	Franklin Staff Principal	Teacher's will meet with parents during fall conferences and through the year to inform families of student academic progress	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2500
			School will provide daycare and translations services to parents.	2000-2999: Classified Personnel Salaries	LCFF Concentration	2500
5th Grade Science Camp	Fall 2016	Principal	Provide scholarship funds for students that are not able to pay for Science Camp	7000-7439: Other Outgo	Title I	5500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional library/media aide hours to organize materials in preparation for student use.	August 2016 - June 2017	Principal	Provide hours for Media-Aide to provide students with additional time in library and computer labs.	2000-2999: Classified Personnel Salaries	LCFF Concentration	5000
					Title I	2000
Little Heroes Recess and Activities Program	September 2016 - June 2017	Little Heroes	Provide structures recess activities for students and a mentoring program for upper-grade students.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	18000
				1000-1999: Certificated Personnel Salaries	LCFF Concentration	2000
				1000-1999: Certificated Personnel Salaries	Title I	6000
Correspondences between School and Families	August 2016 - June 2017	School Personal	Send home correspondences related to school events, meetings, Patriots Press, and related school business. (Copies)	4000-4999: Books And Supplies	Title I	2000
Student Planners	August 2016 - June 2017	Principal AP Project Specialist	Support students in developing organizational skills and personal responsibility. Improve home/school communication.	4000-4999: Books And Supplies	LCFF Supplemental	3500



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assemblies on Bullying and Character Development	August 2016 - June 2017	Principal	Administration will secure outside organization to provide awareness around bullying and character development for K-6th.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1200
				1000-1999: Certificated Personnel Salaries		Title I
Free Dress Pass (No Citation and 100% Homework completion)	August 2016 - June 2017	Principal	Students will be rewarded to encourage positive school climate.	4000-4999: Books And Supplies	LCFF Supplemental	1000
Provide General First Aid for students	August 2016 - June 2017	Office Staff	Office staff will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice.	4000-4999: Books And Supplies	LCFF Supplemental	2500
Though parent meetings - provide parent awareness of on-line safety. Eg - Social Media.	August 2016 - June 2017	Principal AP Project Specialist	Identify appropriate resources to provide parents with awareness of on-line safety for their children and ways they can be proactive in keeping their children safe.	None Specified	Title I	1000
					LCFF Concentration	1000

## 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	9785.05
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	15310.77
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9658.31
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	13579.80
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	978.51
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	916.54

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	63358.23
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	1191.50
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	22913.50
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	2291.35
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)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	489.25
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	13307.67
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	43016.37
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	1467.76
Technology consultant will work with FMSSD staff to implement 21st Century Teaching and Learning Plan.	July 1, 2016 to June 30, 2017	Assistant Superintendent of Educational Services	Francesa Venning Contract to Support Instructional Technology Integration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	2935.52
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	6415.78

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	978.51
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	39140.21
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	8806.55
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	12427.02
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	1223.13
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	4598.98
			Expand E Spark Learning Intervention to Tier II and III schools not serviced in 2015-16.	5800: Professional/Consulting Services And Operating Expenditures		Title I
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	9615.60

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	177237.07
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	1949.67
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	21426.78
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	461.97
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	549.92
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	3131.22
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		489.25
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	31612.28
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	21248.34
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5272.87

## 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	34397.74
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	34155.81
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2201.64
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	24611.37
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	202601.69
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	77480.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMMSD 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	293551.61
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	9785.05
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	11181.79
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3067.38
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1581.66
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5499.24
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	8432.17
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	169.56
FMMSD 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	1374.81
			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	11456.75

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	24462.63
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6945.21
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	3666.16
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	183.31
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	91.65
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	1099.85
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2446.26
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	109941.54
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	10753.87



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	28909.06
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	1761.31

## 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	12995.73
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	978.51
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	2145.42
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	8806.55

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	3131.22
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6926.25
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	7338.79
			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	3033.37
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	1022.40
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	461.97
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	978.51
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	4892.53

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	34010.32
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	1378.08
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	733.23
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	195.70

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	12013.80
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7975.70
			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	293.55

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF Concentration	12,040.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	20,998.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	11,000.00
4000-4999: Books And Supplies	LCFF Concentration	17,882.00
5800: Professional/Consulting Services And	LCFF Concentration	12,000.00
	LCFF Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	116,740.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	7,300.00
4000-4999: Books And Supplies	LCFF Supplemental	47,810.00
	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,500.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	32,769.00
7000-7439: Other Outgo	Title I	5,500.00
None Specified	Title I	1,000.00
	Title I Part A: Allocation	13,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	41,983.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,269.00
4000-4999: Books And Supplies	Title I Part A: Allocation	28,553.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	5,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	65,978.00 65,978.00	
LCFF Supplemental	174,850.00	0.00
LCFF Concentration	73,920.00	0.00

Funding Source	Total Expenditures
LCFF Concentration	73,920.00
LCFF Supplemental	174,850.00
Title I	63,769.00
Title I Part A: Allocation	100,805.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	200,221.00
2000-2999: Classified Personnel Salaries	31,569.00
4000-4999: Books And Supplies	127,014.00
5800: Professional/Consulting Services And Operating	17,000.00
7000-7439: Other Outgo	5,500.00
None Specified	1,000.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	280,079.00
<b>Goal 2</b>	49,983.00
<b>Goal 3</b>	83,282.00

## 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
Jose Jacinto	X				
Carlos Marquez			X		
Kristi Billings		X			
Sue Takacs		X			
Ronda Handy			X		
Huong Le				X	
Ana Salmeron				X	
Jessica Flores				X	
Rebecca Tipton				X	
Arcelia Garcia				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

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 17, 2016.

Attested:

Jose Jacinto

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

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

\_\_\_\_\_  
Date

Huong Le

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

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

\_\_\_\_\_  
Date

**Recommendations and Assurances**

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	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
X	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

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6. This SPSA was adopted by the SSC at a public meeting on May 15, 2014.

Attested:

_____ Jose Jacinto Typed Name of School Principal	 Signature of School Principal	_____ 5/13/15 Date
_____ Ana Malagon Typed Name of SSC Chairperson	 Signature of SSC Chairperson	_____ 5/13/15 Date



Jose Jacinto  
Franklin Elementary School



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2016-17 Single Plan For Student Achievement	2016-05-05		<a href="#">View</a>	<a href="#">View</a>	<a href="#">24</a>

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### Recommendations and Assurances

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

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- This SPSA was adopted by the SSC at a public meeting on May 15, 2014

Attested:

Jose Jacinto  
Typed Name of School Principal

Signature of School Principal

5/17/16  
Date

Huong Le  
Typed Name of SSC Chairperson

Signature of SSC Chairperson

05/17/16  
Date

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**Recommendations and Assurances**

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