

The Single Plan for Student Achievement



School: Santee Elementary School
CDS Code: 43-69450-6047252
District: Franklin-McKinley Elementary School District
Principal: Maria C. Reyes
Revision Date: 05/14/2016

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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Table of Contents

School Vision and Mission	3
Envision Future.....	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	9
CELDT (All Assessment) Results.....	10
Title III Accountability (School Data)	11
Title III Accountability (District Data).....	12
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	18
School Goal #3.....	21
Centralized Services for Planned Improvements in Student Performance	24
Centralized Service Goal #1	24
Centralized Service Goal #2.....	28
Centralized Service Goal #3.....	32
Summary of Expenditures in this Plan.....	36
Total Expenditures by Object Type and Funding Source.....	36
Total Expenditures by Funding Source	37
Total Expenditures by Object Type.....	38
Total Expenditures by Goal	39
School Site Council Membership.....	40
Recommendations and Assurances.....	41

School Vision and Mission

Santee Elementary School's Vision and Mission Statements

School motto:

Get Informed! Get Inspired! Take Action!

VISION: Our vision is to unlock the potential of the world's future innovators, inventors, dreamers, and leaders.

MISSION: Our Mission is to develop the resourcefulness, resilience, and creativity necessary to be successful in today's and tomorrow's world, each child will engage in relevant project-based learning that incorporates science, technology, engineering, arts, and mathematics. Students will see themselves as community advocates and agents of change, who can positively impact their community.

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 Santee Elementary School

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

School Profile

Santee Elementary School is one of 16 schools in the Franklin-McKinley School District. Santee serves approximately 500 students Transitional Kindergarten through sixth grade students. Santee Serves a diverse student population, which includes 82.5% Hispanic, 12.5% Asian, .6% African American, and .6% White (not Hispanic). 76% of students are designated as English Language Learners.

98% of the students are on free or reduced lunch.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Various stakeholder group meetings were held to gather input for the school plan.

The school community identified a need to improve reading, language arts and math academic achievement, with special attention given to the English Language Learner. Staff Development in the areas of ELD and scaffolding, guided reading and technology integration were identified as a need. Parent training in the areas of literacy and digital citizenship were also identified as growth areas.

Classroom Observations

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

Teachers are evaluated through formal observations on a rotating cycle every other year. The principal also conducts informal observations throughout the year. Current focus areas are: Higher-Order Thinking Skills, Structured Language Practice, Student engagement by meeting individual needs.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

All staff meet the requirements of being considered highly qualified.

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

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

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

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

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

The Principal, Academic Dean, and SEAL Coach will provide instructional coaching through specific feedback of observations.

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

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

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 will supplement the curriculum with other materials.

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

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

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

Teachers will follow the recommended pacing guides offered by the District.

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

Teachers all have access to standards-based materials.

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

Teachers all utilize standards-based materials.

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

Research-based practices are utilized to raise student achievement.

Parental Involvement

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

Santee's Community Liaison provides information and connection to community organizations to assist in whole-child success such as medical, dental, mental health and nutrition services. The school also offers Parent Empowerment classes onsite as well as referrals to off-site classes.

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

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

Funding

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

Categorical funds are used to provide an intervention teachers who provide reading intervention throughout the day. Additional funds are used to buy materials to support mastery of standards.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Historically math has been a strength and reading an area of weakness. The 2015 CAASSP indicated that both areas were of great need due to the demand of reading skills on the math assessment. Therefore Goal #1 has specific targets to increase overall academic achievement in ELA. This supports the district's focus on reading.

Mobility rate of students and the gap of opportunities in the current neighborhood environment.

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	47	46	97.9	46	2350.7	4	9	26	61
Grade 4	68	67	98.5	67	2379.6	3	9	15	73
Grade 5	49	44	89.8	44	2461.2	9	32	18	41
Grade 6	36	35	97.2	35	2445.7	3	17	34	46
All Grades	200	192	96.0	192		5	16	22	58

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	4	33	63	7	28	65	4	59	37	11	39	50
Grade 4	1	25	73	4	34	61	3	57	40	4	25	48
Grade 5	11	43	45	14	43	43	14	55	32	25	41	34
Grade 6	3	40	57	9	37	54	9	54	37	3	60	37
All Grades	5	34	61	8	35	57	7	56	37	10	39	43

Conclusions based on this data:

1. 79% of student are not meeting English Language Arts/Literacy Standards
2. 5th grade has the highest level of achievement and 4th grade has the lowest level of achievement
3. Reading is the lowest area of achievement (61% of students are below 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	47	47	100.0	47	2398.0	4	19	38	38
Grade 4	68	66	97.1	66	2433.3	8	15	35	42
Grade 5	49	45	91.8	45	2454.3	9	9	36	47
Grade 6	36	35	97.2	35	2445.0	6	11	17	66
All Grades	200	193	96.5	193		7	14	33	47

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	11	38	51	11	40	49	13	57	30
Grade 4	14	32	55	5	45	50	8	52	41
Grade 5	9	31	60	9	36	56	9	49	42
Grade 6	17	11	71	3	31	66	9	29	63
All Grades	12	30	58	7	39	54	9	48	42

Conclusions based on this data:

1. 79% of student are not meeting Mathematics Standards
2. 3rd grade is has the highest achievement and 6th grade has the lowest achievement
3. Applying mathematical concepts and procedures and using appropriate tools and strategies to solve real world and mathematical problems are our weakest areas

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					3	75			1	25	4
1	5	8	14	23	22	36	15	25	5	8	61
2	1	2	11	18	31	50	19	31			62
3			10	24	15	37	13	32	3	7	41
4			7	15	24	52	9	20	6	13	46
5			5	24	10	48	4	19	2	10	21
6	1	6	4	24	7	41	3	18	2	12	17
Total	7	3	51	20	112	44	63	25	19	8	252

Conclusions based on this data:

1. The largest number of students are at the Intermediate level which indicates the need for more strategic ELD instruction on vocabulary development, grammar and language functions in order to move student up the language proficiency levels.
2. 23% of Els are in the Early Advance/Advanced levels. Analysis of their STAR assessment scores would be required to determine if they are ready for reclassification or the area of need to successfully achieve reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	3	14	21	19	28	33	49	68
1	5	8	14	23	22	36	15	25	5	8	61
2	1	2	11	17	31	48	19	29	3	5	65
3			10	24	15	37	13	32	3	7	41
4			7	15	24	52	9	20	6	13	46
5			5	22	10	43	4	17	4	17	23
6	1	6	4	24	7	41	3	18	2	12	17
Total	7	2	53	17	123	38	82	26	56	17	321

Conclusions based on this data:

1. The largest number of students are at the Early Intermediate/Intermediate level which indicates the need for more strategic ELD instruction on vocabulary development, grammar and language functions in order to move student up the language proficiency levels.
2. 19% of EIs are in the Early Advance/Advanced levels. Analysis of their STAR assessment scores would be required to determine if they are ready for reclassification or the area of need to successfully achieve reclassification.
3. Students are successfully moving up ELD proficiency level as they go through K-2. This indicates that the SEAL Instructional framework we have adopted is rendering positive results.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	290	307	252
Percent with Prior Year Data	100.0%	100.0%	99.6%
Number in Cohort	290	307	251
Number Met	135	166	134
Percent Met	46.6%	54.1%	53.4%
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	280	79	298	77	278	38
Number Met	40	21	61	24	43	9
Percent Met	14.3%	26.6%	20.5%	31.2%	15.5%	23.7%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	No	No	No	No

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

Conclusions based on this data:

1. There is a trend of not meeting AMAO 1 and 2 which means students are not attaining English Proficiency at an acceptable rate as measured by CELDT.
2. AMAO 3 was not measurable as there was no reported standardized testing in 13-14 or 14-15

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	4,383	3910	3,589
Percent with Prior Year Data	100.0	100.0	99.9
Number in Cohort	4,381	3910	3,584
Number Met	2,446	2234	2,099
Percent Met	55.8	57.1	58.6
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3,926	1,344	3535	1220	3,338	1,048
Number Met	1,020	525	783	480	791	461
Percent Met	26.0	39.1	22.1	39.3	23.7	44.0
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	No	No	No	No

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

Conclusions based on this data:

1. To be populated when CELDT data is uploaded to the CDE website.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Pupil Outcomes
LEA GOAL:
Ensure that all students meet grade level standards in literacy and mathematics
SCHOOL GOAL #1:
Increase CAASPP ELA/ Literacy & Mathematics performance at each level.
Data Used to Form this Goal:
2015 CAASPP ELA & Literacy data Not Met=57% Nearly Met=22% Met=16% Exceeded=5%
2015 CAASPP Mathematics data Not Met=47% Nearly Met=33% Met=14% Exceeded=7%
2015 CAASPP ELA & Literacy Achievement Gap data Hispanic=12% on target Asian=49% on target Gap=37%
2015 CAASPP Mathematics Gap data Hispanic=11% on target Asian=54% on target Gap=43%

Findings from the Analysis of this Data:

79% of our students are not meeting ELA/Literacy and mathematics targets as measured by the CAASPP. Asian performance triples that of Hispanic on both ELA/Literacy and mathematics.

How the School will Evaluate the Progress of this Goal:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Year 3 SEAL teachers will attend 2 days of PD	August 2016 to June 2017	SEAL Coach	substitute pay	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2,496
Year 1 & 2 SEAL teachers will attend 7 days of PD	August 2016 to June 2017	SEAL Coach	substitute pay	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7,644
SEAL Collaboration days. All TK-3rd grade teachers will be released 6 days through out the year to develop units of study and respond to assessment data results. SEAL coach will support the PLC teams in their planning	August 2016 to June 2017	SEAL Coach	substitute pay	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	8,892
Instructional material for SEAL teacher created units of study	August 2016 to June 2017	SEAL Coach	Year 1 & 2 teachers (\$1000)	4000-4999: Books And Supplies	LCFF Supplemental	7,000
			Year 3 teachers (\$400)	4000-4999: Books And Supplies	LCFF Supplemental	3,200
Planning days for 4th-6th grade teachers. PLCs will get 6 unit planning days through out the year to develop common core aligned/ technology integrated units of study. The curriculum support specialist will support the PLCs in their planning	August 2016 to June 2017	Curriculum Support Specialist	substitute pay	1000-1999: Certificated Personnel Salaries	Title I	5,652
Instructional materials for teacher created units of study (grades 4-6th grade)	August 2016 to June 2017	Curriculum Support Specialist	6 teachers (\$500)	4000-4999: Books And Supplies	LCFF Concentration	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental Instructional materials and programs will be purchased to enhance the core program and our focus on personalized and differentiated instructions to meet the diverse needs of our students.	August 2016 to June 2017	Principal	St Math	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3,000
			Sokikom	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	11,951
			Accelerated Reader	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2,480
			Instructional materials & Supplies	4000-4999: Books And Supplies	LCFF Concentration	15,000
			Curriculum	4000-4999: Books And Supplies	LCFF Concentration	3,820
			Lexia	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	4,000
			Digital Guided Reading Library	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	3,349
Students will be provided copies of instructional materials to support learning	August 2016 to June 2017	Principal	Copier contract	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	8,884
			Copier contract	5000-5999: Services And Other Operating Expenditures	General Fund	500
Technology- Purchase/replace broken/old technology to provide students with the tools necessary to develop 21st skills	August 2016 to June 2017	Principal	Technology upkeeps	4000-4999: Books And Supplies	LCFF Supplemental	2,418
Hire Teachers to administer CELDT	August 2016 to June 2017	Principal	CELDT Testing	1000-1999: Certificated Personnel Salaries	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RTI System. Retired teachers will provide 3.5 hours of interventions 3 days a week for a total of 96 days to students who are in need of urgent intervention in reading based on data analysis.	August 2016 to June 2017	Principal	Hourly pay	1000-1999: Certificated Personnel Salaries	Title I	33,534
			Hourly pay	1000-1999: Certificated Personnel Salaries	LCFF Concentration	7,651
Instructional Coaching system for K-3 teachers in SEAL	August 2016-June 2017	Seal Coach	Seal coach Salary	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	27,379
Instructional Coaching system for 4-6th grade teachers	August 2016-June 2017	CSS	District support			
School Transformation Review-Outside provider	August 2016-June 2017	Principal	PSI	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	15,000
Instructional Leadership team (ILT) comprised of a representative of each grade, CSS, SEAL Coach, Partners support and Principal will have 3 full release days per year to monitor progress on student goals and theory of action. Data results will be used to refine or adjust the professional learning plan, coaching and interventions.	August 2016-September 2017	Principal	ILT Network sub release days	2000-2999: Classified Personnel Salaries	Title I	3,297
SSTs- A roving sub will be provided to hold Ssts on a quarterly basis as part of our RTI system	September 2016-May 2017	Principal SST coordinator	sub pay	1000-1999: Certificated Personnel Salaries	General Fund	1,000
Teachers will meet every other week to analyze the results of common formative assessments including STAR enterprise to move students in and our of interventions.	September 2016-May 2017	Principal				
site tech lead	September 2016-May 2017	Principal	stipend	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Board Approved Goal #1: Teach students the technology skills embedded in the Common Core Standards.</p> <p>1.Students will complete the Common Sense Media Digital Citizenship Course by the end of the school year.</p> <p>2.Staff will develop common classroom rules for responsible iPad use.</p> <p>3. Staff will establish common classroom procedures</p> <p>4. Staff will develop an integrated scope and sequence of the technology skills in the common core</p>	August 2016-May 2017	Strategic Planning Team	Apple ConnectED grant District's Learning Tech Consultant			
<p>Board Approved Goal #2: Accelerate closing the achievement gap through personalized learning.</p> <p>1.Teachers will understand the principles of personalized learning.</p> <p>2.Teachers will properly implement iPad apps during daily small group instruction</p> <p>3.Teachers will be proficient with iPad features that are great for learning.</p> <p>4. Strategic planning team will research other personalized learning programs.</p>	August 2016-May 2017	Strategic Planning Team	Apple ConnectED grant District's Learning Tech Consultant			

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Conditions For Learning
LEA GOAL:
Ensure all students have access to highly qualified teachers and a standards-aligned curriculum. All facilities will be well-maintained and in good repair.
SCHOOL GOAL #2:
All students will receive high quality, well rounded instruction in physically and emotionally safe environments.

Data Used to Form this Goal:

2015-16 Parent Survey Data

- 99% I believe that my child's school foster's a culture of optimism about my child(red)'s educational future.
- 95% I am satisfied with my child's access to a wide range of subjects
- 87% My child participates in a high-quality educational program
- 91% I am satisfied with the social and emotional supports provided to students at school
- 97% My child enjoys attending school
- 90% I am satisfied with the programs to help my child when he or she is struggling at school
- 89% I feel welcome volunteer and become involved in school activities
- 81% I have participated in school activities other than conferences or IEPs and required meetings at least twice in the past year.
- 92% My child's school is safe

2015-16 Student Survey Data

- 94% I enjoy attending school
- 97% My school is helping to prepare me for college
- 92% I feel like I belong at school
- 92% I feel safe at school
- 89% School is fun for me

2015-16 Staff Survey Data

- 100% I feel safe at work
- 100% There are avenues for input regarding decision making
- 86% Facilities are safe and well maintained
- 50% Work orders are completely in a timely manner
- 67% Teachers have sufficient time to look at student data and collaborate regarding instruction
- 73% I feel adequately prepared to meet the need of English Learners
- 50% I have received adequate training to enable me to differentiate and provide small group instruction aligned to the common core
- 33% I have received adequate training to enable me to incorporate instructional technology in teaching and learning

Findings from the Analysis of this Data:

Overall, Santee provides a safe environment . Anecdotal survey data and fire marshal report indicate that locking our school gates with chains and locks is a safety hazard. Parents want to continue to keep locking the gates to keep potential dangerous people out. However, they are concerned about how quickly we would be able to safely evacuate the school during an emergency. This safety hazard was brought forward to facilities and a work order submitted. The work order was denied stating that there was no budget to change the gates to push lock gates. This continues to be a big safety concern.

How the School will Evaluate the Progress of this Goal:

Behavior data will continue to be monitored using Infinite Campus
 Survey data
 minutes from Cafecitios

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Enrichment/ Academic Support Program- A partnership with Progressions San Jose Jazz all continue to offer music classes after school 4 days a week for 4th-6th to learn band. The program will incorporate homework help to be a comprehensive after school program.	August 2015-June 2016	principal San Jose Jazz	Contract with San Jose Jazz	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	15,000
Best program will continue to be implemented with common behavior expectations, tiered interventions and positive behavior supports including Santee Bear Buck Store	August 2016-September 2017	Principal	rewards	4000-4999: Books And Supplies	General Fund	2,826.00
			rewards	4000-4999: Books And Supplies	LCFF Supplemental	1,974
Principal cell phone will be used to have constant connection to site needs	August 2016 to June 2017	Principal	cell phone	5900: Communications	General Fund	600
Noon Supervision- Adequate noon duty supervision will be provided to ensure student safety	August 2016 to June 2017	Principal Noon Duty	noon supervisors	2000-2999: Classified Personnel Salaries	General Fund	12,000
			noon supervisors benefits	3000-3999: Employee Benefits	General Fund	2,880
Office supplies for general management and communication will be ready available	August 2016-September 2017	Principal	Non Capital Equipment	4000-4999: Books And Supplies	General Fund	750
Place work order to change school gates to push lock gates	August 2016-September 2017	Principal				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Engagement
LEA GOAL:
Increase number of stakeholders who feel connected and safe at school. Increase the variety of strategies for parents to better support their child to be successful in school.
SCHOOL GOAL #3:
Foster a school culture where students ,staff and parents feel safe, connected and engaged
Data Used to Form this Goal:
Student, parent and teacher feedback
Findings from the Analysis of this Data:
Students feel safer at school than they do in the neighborhood. Santee is a community school that strives to connect students and families with wrap around services.
How the School will Evaluate the Progress of this Goal:
Review of the 2016 spring survey and informal discussions in Cafesitos

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liason	August 2016-June 2017	Principal	Central person managing and supporting all School Links services. Provide students and families with connections to onsite and off site counseling services.	2000-2999: Classified Personnel Salaries	Title I	10,782
			Coordinate communication between staff and parents. Coordinate parent engagement activities and workshops	2000-2999: Classified Personnel Salaries	LCFF Supplemental	10,782
Parent Engagement	August 2016-June 2017	Community Aid	Workshop for parents on language, literacy, and technology	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	500
			translation for parent-teacher conferences	2000-2999: Classified Personnel Salaries	LCFF Concentration	500
			Food for monthly cafecitos	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	700
			parent & volunteer appreciation event	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	300
Parent communication including report cards and newsletters will be sent in a timely manner	August 2016-June 2017	Principal	postage	5900: Communications	General Fund	100
			reprographics	5900: Communications	General Fund	200
SEAL Gallery Walks- parents will be invited into all K-3rd grade classrooms at the end of every unit. Students will have an opportunity to showcase their learning.	October 2016-June 2017	SEAL Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Exhibition Night (4th-6th grade)- Parents will be invited to 2 exhibition nights. Students will be able to showcase their learning.	October 2016-June 2017	CSS				
Kids Club	Ongoing	Community Aid Kids Club	After school program to support core values			0
Contract with Foothill clinic will allow for counseling services to be provided to students who have been referred by parent, teacher or SST team.	August 2016-June 2017	Community Liason	Counseling Services	5000-5999: Services And Other Operating Expenditures		0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pupil Outcomes
SCHOOL GOAL #1:
Ensure that all students meet grade level standards in literacy and mathematics

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support to ensure monitoring and process of Re-Classification of English Learners and implementation of CELDT process.	July 1, 2016 to June 30, 2017	Director of State and Federal Programs and Assessment	Assessment and ReClassification of English Learners	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5498.63
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	8603.75
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5427.40
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	7631.05
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	549.86
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	515.04

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	35603.60
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	669.55
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	12876.04
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1287.60
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	274.93
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	7478.14
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	24172.67
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	824.79
Technology consultant will work with FMDS staff to implement 21st Century Teaching and Learning Plan.	July 1, 2016 to June 30, 2017	Assistant Superintendent of Educational Services	Francesa Venning Contract to Support Instructional Technology Integration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1649.59
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3605.29

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	549.86
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	21994.50
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	4948.76
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	6983.25
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	687.33
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	2584.35
			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	5150.42
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures	Title III	5403.40

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	99596.82
Funding for specialized programs to include STEAM, STEM, and middle school academies will be provided to school sites.	July 1, 2016 to June 30, 2017	Assistant Superintendent Educational Services	Support for Innovative Programs	4000-4999: Books And Supplies	LCFF Supplemental	1095.60
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	12040.59
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	259.60
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	309.02
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	1759.56
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		164.96
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	17764.24
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	11940.32
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2963.04

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions for Learning
SCHOOL GOAL #2:
Ensure all students have access to highly qualified teachers and a standards-aligned curriculum. All facilities will be well-maintained and in good repair.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will support school sites through providing Library Media Aides, technology mentors, and IT staff to support teaching and learning at each site.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction Director of Instructional Technology	Library Media Aide (.5)	2000-2999: Classified Personnel Salaries	Title I	19329.51
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	19193.56
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1237.19
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	13830.14
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	113850.25
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	43539.49

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	164958.76
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5498.63
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	6283.51
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1723.69
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	888.80
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3090.25
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4738.38
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	95.28
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	772.56
			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	6438.02

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	13746.56
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3902.80
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2060.17
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	103.01
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	51.50
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	547.82
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1374.66
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	21994.50
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6043.04

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	16245.19
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	989.75

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement
SCHOOL GOAL #3:
Increase number of stakeholders who feel connected and safe at school. Increase the variety of strategies for parents to better support their child to be successful in school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support the Child Welfare and Attendance Office to increase student engagement and provide support to families.	July 1, 2016-June 30, 2017	Director of State and Federal Projects and Assesment	Child Welfare and Attendance Office Coordinator	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7302.83
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	549.86
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1205.60
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4948.76

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	1759.56
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3892.15
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4123.97
			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	1704.57
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	574.53
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	259.60
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	549.86
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	2749.31

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	19111.80
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	774.40
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	412.03
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	109.97

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support a positive school climate to increase student engagement and parent satisfaction with schools.	July 1, 2016-June 30, 2017	Assistant Superintendent of Educational Services	Provide Assistant Principal at selected sites to support a safe and orderly school environment and student and parent engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6751.05
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4481.87
			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	164.96

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating		0.00
1000-1999: Certificated Personnel Salaries	General Fund	1,000.00
2000-2999: Classified Personnel Salaries	General Fund	12,000.00
3000-3999: Employee Benefits	General Fund	2,880.00
4000-4999: Books And Supplies	General Fund	3,576.00
5000-5999: Services And Other Operating	General Fund	500.00
5900: Communications	General Fund	900.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	7,651.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	500.00
4000-4999: Books And Supplies	LCFF Concentration	21,820.00
5000-5999: Services And Other Operating	LCFF Concentration	24,349.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	46,411.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	10,782.00
4000-4999: Books And Supplies	LCFF Supplemental	14,592.00
5000-5999: Services And Other Operating	LCFF Supplemental	41,315.00
1000-1999: Certificated Personnel Salaries	Title I	40,186.00
2000-2999: Classified Personnel Salaries	Title I	14,079.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	54,265.00	0.00
LCFF Supplemental	113,100.00	0.00
LCFF Concentration	54,320.00	0.00

Funding Source	Total Expenditures
General Fund	20,856.00
LCFF Concentration	54,320.00
LCFF Supplemental	113,100.00
Title I	54,265.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	95,248.00
2000-2999: Classified Personnel Salaries	37,361.00
3000-3999: Employee Benefits	2,880.00
4000-4999: Books And Supplies	39,988.00
5000-5999: Services And Other Operating Expenditures	66,164.00
5900: Communications	900.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,647.00
Goal 2	36,030.00
Goal 3	23,864.00

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
Maria Reyes	X				
Kimberly Leonhardt		X			
Julissa Perez		X			
Patricia Ruiz			X		
Elsy Martelli			X		
Maria Aguirre				X	
Alejandra Perez				X	
Hortencia Lujan				X	
Lorena Villareal				X	
				X	
Numbers of members of each category:	1	2	2	5	

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

Recommendations and Assurances

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

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

X	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 5/11/2016.

Attested:

Maria C. Reyes		
Typed Name of School Principal	Signature of School Principal	Date

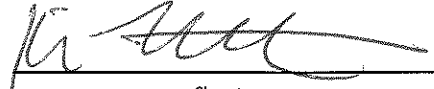
Maria Aguirre		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Recommendations and Assurances

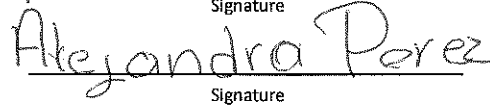
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

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



 Signature



 Signature

 Signature

 Signature

 Signature

 Signature

 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 5/11/2016.

Attested:

Maria C. Reyes

 Typed Name of School Principal



 Signature of School Principal

5/11/2016

 Date

Maria Aguirre

 Typed Name of SSC Chairperson



 Signature of SSC Chairperson

5/11/2016

 Date

Recommendations and Assurances

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

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

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

Julissa Benitez
Signature

Alejandra Pérez
Signature

Signature

Signature

Signature

Signature

Signature

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 5/14/2015.

Attested:

Maria C. Reyes *Maria C. Reyes* 5-29-15
Typed Name of School Principal Signature of School Principal Date

Maria Aguirre *Maria Aguirre* 5-29-15
Typed Name of SSC Chairperson Signature of SSC Chairperson Date