

# The Single Plan for Student Achievement

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**School:** G. W. Hellyer Elementary School  
**CDS Code:** 43-69450-6047203  
**District:** Franklin-McKinley Elementary School District  
**Principal:** Laura Franks  
**Revision Date:** May 4, 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

### G. W. Hellyer Elementary School's Vision and Mission Statements

G.W Hellyer's School Vision and Mission:

Hellyer's School vision is "To prepare all students to successfully continue their education." The school-wide theme is, "We will go to College!" We believe that the foundation for college begins at the elementary level. Expectations for students and staff are high and teachers teach to the Common Core Standards.

A wide variety of programs and services are available for students and parents at Hellyer School. Services and programs are available for English Learners as well as GATE students. 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. Hellyer teachers have participated in training to meet the needs of second language learners. They have learned the most effective research-based strategies and practices to provide instruction for students who are English Learners or who struggle academically. All instruction is based on the foundation that we are a college bound school with a technology focus. To implement effective instructional practices, teachers meet as Professional Learning Communities to plan instruction, analyze student assessment data, review student work, and identify effective strategies for student needs as indicated by interim assessments. Additional services to students at Hellyer School include:

- \*Full Time CSS who monitors assessments, works with targeted students and provides coaching/professional development to teachers.
- \*A Resource Specialist serves students as per their Individual Educational Plans (IEP) and provides Tier II and III Intervention
- \*Half-time psychologist
- \*Half-time speech therapist
- \*SDC serves students in 5th and 6th grades
- \*A library/media aide staffs the school library which houses more than 8,000 titles. Every classroom visits the library on a regular basis
- \*Each classroom contains a library
- \*Spanish and Vietnamese speaking liaisons provided by the district assist with communication between the school and home
- \*1:1 technology in each class with personalized learning

Hellyer School is also a place where all are welcome. You can feel it as soon as you come on campus. Families are always gathered outside of classrooms to wait for children, have a chat with the principal, or meet with friends from the neighborhood. They feel that Hellyer School is truly a part of the community.

Parental Involvement:

- \* School Site Council
- \* Parent Workshops
- \* Literacy Programs
- \* Coffee with the Principal Meetings
- \* Classroom Volunteers
- \* Kindergarten Transition Meeting for Parents
- \* Field trip Volunteers
- \* Safety Committee
- \* Classes for parents provided by Catholic Charities
- \* Family reading, math, and science nights.

For more information on how to be involved, please contact Laura Franks at (408) 363-5750.

Positive Learning Environment:

- \* Blended Learning (iPads, Chromebook carts, Computer Lab, up to 5 desktops in each classroom, Apple TV)
- \* Student Council
- \* Trimester Awards
- \* School-wide discipline plan
- \* Jr. University targets and works with at-risk students

- \* Student Council Leadership Team
- \* Weekly parent communication folder
- \* After School Intervention
- \* Little Heroes Coach

## 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 G. W. Hellyer 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

Hellyer School is a college-bound focus school that believes learning is a life-long process and is committed to the district's goal that every child will perform on grade level or better by the end of the 3rd grade. The school wishes to continue with their tremendous growth for all students. The school demonstrates continued growth and has a three year average API score of 822! This growth was attainable through full partnership of an experienced staff, college bound students, participating parents, and with the various partnerships that have been formed. These partnerships include, Catholic Charities and Valley Christian High School.

## **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).

Hellyer students, parents and staff complete the FMSD survey every spring. Ninety-six percent of students enjoy attending Hellyer (ninety-six percent of parents agree with this); while ninety-nine percent feel that Hellyer will help them become successful in life (ninety-eight percent of parents agree with this statement). Ninety-six percent of parents feel welcomed and respected at school by the office staff, principal and teachers; and 100% of teachers feel supported by site-level administration to work effectively to meet the goals of their profession and have high-quality standards-based instructional materials.

### **Classroom Observations**

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

Classroom observations occur weekly, formally and informally. FMSD HR personnel visit classes on a monthly basis. Educational Services classroom visits occur quarterly. Hellyer teachers use effective instructional strategies, students are engaged, and the majority of the classrooms are neat and organized.

### **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)

Hellyer teachers continually use state and local assessments to modify instruction to improve student achievement.

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

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

### **Staffing and Professional Development**

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

Hellyer teachers meet the requirements for highly qualified.

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

Hellyer teachers attend professional development opportunities throughout the school year.

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

Staff development is aligned with content standards, assessed student performance and professional needs.

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

Hellyer teachers have ongoing instructional assistance and support especially in the area of blended, personalized and project based learning.

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

Hellyer teachers collaborate by grade on a regular basis.

### Teaching and Learning

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

The curriculum, instruction, and materials are aligned to content and performance standards.

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

Hellyer School adheres to the recommended instructional minutes for ELA and mathematics.

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

Hellyer teachers are working in their PLC groups to create a pacing guide for implementing CCSS. This includes use of PBL and blended learning opportunities

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

Standards-based instructional materials are available to all students at Hellyer School.

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)

Hellyer students have access to intervention services as needed.

14. Research-based educational practices to raise student achievement

Hellyer teachers use research-based educational practices to raise student achievement.

## Parental Involvement

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

Hellyer School uses community resources to assist under-achieving students - Family Math nights are used to teach parents ways to support their students in learning, maintaining basic and higher-level skills. We will continue to expand these opportunities next year.

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)

Hellyer parents, community representatives, classroom teachers, other school personnel are involved in the planning, implementation and evaluation of ConApp programs.

## Funding

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

Categorical funds are used to provide services to underperforming students to meet standards.

18. Fiscal support (EPC)

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

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

Closing the achievement gap between our Asian and Hispanic/Latino subgroup continues to be a challenge. Bringing in technology and effective blended learning strategies/techniques will allow teachers to differentiate, engage and increase the achievement of all our students. We expect the achievement gap to be reduced this year and the years to follow.

## 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	51	51	100.0	51	<b>2437.7</b>	37	22	16	25
Grade 4	61	60	98.4	60	<b>2474.8</b>	38	13	23	25
Grade 5	64	64	100.0	64	<b>2501.1</b>	22	30	17	31
Grade 6	64	64	100.0	64	<b>2531.5</b>	20	27	33	20
All Grades	240	239	99.6	239		29	23	23	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	24	41	35	41	35	24	22	59	20	39	41	20
Grade 4	23	38	38	27	47	27	23	63	13	32	50	18
Grade 5	20	36	44	41	33	27	13	61	27	34	48	17
Grade 6	17	47	36	34	39	27	13	75	13	27	61	13
All Grades	21	41	38	36	38	26	17	65	18	33	51	17

#### Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	51	51	100.0	51	<b>2459.9</b>	35	31	14	20
Grade 4	61	60	98.4	60	<b>2507.3</b>	37	22	30	12
Grade 5	64	64	100.0	64	<b>2510.2</b>	23	20	22	34
Grade 6	64	64	100.0	64	<b>2539.4</b>	28	20	23	28
All Grades	240	239	99.6	239		31	23	23	24

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	53	20	27	37	41	22	37	47	16
Grade 4	48	32	20	30	43	27	42	38	20
Grade 5	30	30	41	20	41	39	19	47	34
Grade 6	36	25	39	22	52	27	33	39	28
All Grades	41	27	32	27	44	29	32	43	25

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					2	25	3	38	3	38	8
<b>1</b>	4	9	11	25	15	34	8	18	6	14	44
<b>2</b>	5	19	7	26	8	30	4	15	3	11	27
<b>3</b>	4	11	12	33	10	28	7	19	3	8	36
<b>4</b>			8	32	9	36	6	24	2	8	25
<b>5</b>	1	6	9	53	5	29	2	12			17
<b>6</b>	1	6	3	17	8	44	5	28	1	6	18
<b>Total</b>	15	9	50	29	57	33	35	20	18	10	175

#### Conclusions based on this data:

1. To be populated after CDE release in October 2015.

## 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>					15	36	9	21	18	43	42
<b>1</b>	4	9	12	26	15	33	8	17	7	15	46
<b>2</b>	5	19	7	26	8	30	4	15	3	11	27
<b>3</b>	4	11	12	33	10	28	7	19	3	8	36
<b>4</b>			8	29	10	36	6	21	4	14	28
<b>5</b>	1	6	9	53	5	29	2	12			17
<b>6</b>	1	6	3	17	8	44	5	28	1	6	18
<b>Total</b>	15	7	51	24	71	33	41	19	36	17	214

#### Conclusions based on this data:

1. To be populated after CDE release in October 2015.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	201	144	175
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	201	144	175
Number Met	129	76	100
Percent Met	64.2%	52.8%	57.1%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	193	49	150	32	177	34
Number Met	75	18	36	10	49	14
Percent Met	38.9%	36.7%	24.0%	31.3%	27.7%	41.2%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	Yes	No	Yes	No

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

#### Conclusions based on this data:

1. To be populated after CDE release in October 2015.

## 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 2015.

## 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>
Literacy (reading): All students in each subgroup and school-wide will grow by 1.4 years by June 2017 as measured by district assessments; School-wide 80% of students will demonstrate grade level mastery with each subgroup growing by 20%. - Continue implementation of Guided Reading, Close Reading and small group instruction Math: 90% of students school-wide will demonstrate grade level mastery with each subgroup growing by 20%. EL: All students will increase by a minimum of one level on overall CELDT; 100% of students levels 4 and 5 will meet district criteria for re-designation
<b>Data Used to Form this Goal:</b>
1. STAR Renaissance 2. DRA (K-3) 3. Performance Assessments 4. Formative Assessments 5. CELDT Assessment 6. CAASPP Assessment
<b>Findings from the Analysis of this Data:</b>
Hellyer School students continue to make growth in ELA as measured by STAR Renaissance and other assessments, however, the number of students not reading at grade level continues to be of concern; this affects EL students at levels 4/5 as they are not RFEP eligible until they reach the 45 percentile. Our students perform better in math, but they are still not 100% proficient.
<b>How the School will Evaluate the Progress of this Goal:</b>
1. Assessment Data (STAR Ren, CAASPP, CELDT and intervention assessments): Teachers will use data to determine student progress towards mastery of goals. During PLC time, teachers will employ the ROCI process to discuss progress of students and adjustments to teaching strategies based on student progress and need. Principal and CSS will monitor whole school and grade level progress to assist in this work

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Design cohesive, school-wide intervention program (Using Flex grouping and/or centers for intervention within the school day), including progress checks and evaluation of program to determine success	August 2016 - June 2017	Teachers, Principal, CSS	awards/recognition/motivation Medals, dogtags, trophies, certificates	4000-4999: Books And Supplies	LCFF Concentration	2700
			Copier leases	4000-4999: Books And Supplies	LCFF Supplemental	4460
Support staff for intervention (RTI)	August 2016 - June 2017	Teachers, Principal, CSS	Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF Supplemental	21600
			substitutes for IEP/SST meeting days	1000-1999: Certificated Personnel Salaries	Title I	1755
			benefits for subs	3000-3999: Employee Benefits	Title I	281
Training/PLC time to work with coach(es) for continued implementation of math programs (Engage NY K-1, Pearson 2-5, and CPM 6) - release days accounted for in Goal #2)	August 2016 - June 2017	principal, CSS, teachers	subs for PLC days	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3375
			benefits for subs	3000-3999: Employee Benefits	LCFF Supplemental	506
			MDTP scoring	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	750
Teachers will have necessary materials and supplies.	August 2016 - June 2017	Principal	Copier Leases	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	7900
			Necessary materials and supplies will be available for teacher use.	4000-4999: Books And Supplies	Title I	3265
			Necessary materials and supplies will be available for teacher use.	4000-4999: Books And Supplies	LCFF Concentration	2710
			Repographics	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	2000
					LCFF Concentration	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand on cohesive program of EL support in classrooms and school-wide, including developing a support system for upper grade EL students levels 1 & 2 and continue specific support for level three students	August 2016 - June 2017	Principal, CSS, teachers	materials for instruction, progress check and process for evaluating effectiveness of program	4000-4999: Books And Supplies	LCFF Supplemental	2000



## 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 Of 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>
The instructional environment will promote high levels of learning - Common Core, technology, facilities, professional development and staff hiring.
<b>Data Used to Form this Goal:</b>
1. CELDT 2. DRA (K-3) 3. FMSD Checkpoint Assessments 4. Curriculum Topic Tests 5. Performance Assessments 6. Formative Assessments 7. California Standards Test (CST - Science) 8. FMSD Writing Assessments 9. CAASPP Assessment
<b>Findings from the Analysis of this Data:</b>
There is a need to provide teachers more time for planning, interventions (RtI) for students and technology.
<b>How the School will Evaluate the Progress of this Goal:</b>
Assessment data - CELDT, DRA, FMSD Checkpoint Assessments, Curriculum Topic Tests, SBAC Common Core implementation Staff Hiring Quality and effectiveness of PD Technology purchases

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet in PLCs to review data, plan for instruction, appropriate assessments, and interventions/enrichment.	August 2016 - June 2017	Principal, ILT, CSS	Sub Days for PD	1000-1999: Certificated Personnel Salaries	Title I	2745
			benefits for subs	3000-3999: Employee Benefits	Title I	454
			Bi-monthly grade level planning and PLC with CSS support ILT Network			
Hellyer teachers will have ongoing staff development especially in the area of blended, personalized and project-based learning to enhance teaching and learning.	August 2016 - June 2017	Principal, CSS, Tech Lead teacher	Teachers use of apps/websites to assist with differentiation/ personalization within the classroom	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2040
			Buck Institute Training	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	11,000
			teacher extra pay for 3 day training	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	13904
			benefits for teacher extra hours	3000-3999: Employee Benefits	LCFF Supplemental	830
PD to refocus on EL strategies within the classroom	August 2015 - June 2016	Principal, CSS				
Technology needs to expand implementation of personalized or PBL and/or replacement of existing damaged technology equipment	August 2016 - June 2017	Principal	iPads, Apple TV's, etc.	4000-4999: Books And Supplies	LCFF Supplemental	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Web-based Software Subscriptions and Applications	August 2016 - June 2017	Principal	Web-based Software, Apps - AR, ST Math, SNAP Learning, Sumdog, Tumblebooks,Keep Books (K-1))	5000-5999: Services And Other Operating Expenditures	Title I	3000
			Web-based Software, Apps - AR, ST Math, SNAP Learning, Sumdog, Tumblebooks,Keep Books (K-1))	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2250
			Web-based Software, Apps - AR, ST Math, SNAP Learning, Sumdog, Tumblebooks,Keep Books (K-1))	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	3850

## 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>
All students will feel emotionally safe and a valued part of the school community; improve the levels of parent involvement, and decrease absenteeism and tardiness to class (increasing instructional time)
<b>Data Used to Form this Goal:</b>
Classroom observation Attendance Parent sign-in sheets at events Parent/student survey Suspension data
<b>Findings from the Analysis of this Data:</b>
There is a need to increase parent involvement and engage students at recess.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students being able to problem solve independently Increased student attendance Increased number of parents at school events Decrease in student suspension

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
More fully develop the SOAR program school-wide. Reinforce school-wide expectations through lessons, incentives and consequences that include Restorative Justice qualities.	August 2016 - June 2017	Principal, Teachers, CSS	reward/incentive program more consistently advertised and used Continuum of consequences (teacher/administrative)  Student of the month (one from each class) - group picture displayed in the office	4000-4999: Books And Supplies	Title I	500
Develop a Character Building program with a lens of teaching empathy to students - adjunct committee	August 2016 - June 2017	Principal, teachers, CSS	materials	4000-4999: Books And Supplies	Title I	500
increased organized activities during recess/PE	August 2016 - June 2017	Principal, Recess Coordinator, teacher	Recess Coordinator - Little Heroes  Recess Coordinator - Little Heroes  Recess Coordinator - Little Heroes	5800: Professional/Consulting Services And Operating Expenditures  5800: Professional/Consulting Services And Operating Expenditures  5800: Professional/Consulting Services And Operating Expenditures	Title I  LCFF Supplemental  LCFF Concentration	3000  10000  14000
Use of technology for communication Update Facebook (or Class Dojo) page - connect with website to notify parents of updates to calendar, etc.	August 2016 - June 2017	Principal, Lead Technology Teacher	Lead Technology Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Translators (Spanish and Vietnamese) will be available during parent meetings.	August 2016 - June 2017	principal, CSS	translation for meetings	2000-2999: Classified Personnel Salaries	Title I	432
			benefits for translation	3000-3999: Employee Benefits	Title I	65
Cafecitos (Coffee with the Principal), Family Math Nights, Family Reading Nights, Kinder Boot Camp, The Positive Parenting Program, Nutrition/Exercise Classes	September 2015 - May 2016	Principal, CSS, Teachers	Materials for Family Nights incentives, projects for evenings, etc.	4000-4999: Books And Supplies	LCFF Supplemental	500
			food items for meetings presenters childcare (as needed)	4000-4999: Books And Supplies	Title I	700
Develop and implement Parent Volunteer system	August 2016 - December 2017	Principal, Clerical staff, teachers, CSS	Increased hour of Sec. 1 time as coordinator survey of parents to create database of those willing to help create Parent Liaison Center on campus for parents to meet and work	2000-2999: Classified Personnel Salaries	LCFF Supplemental	8454
Continued implementation of Attendance Plan	August 2016 - June 2017	Principal, Teacher	Provide Incentives: Continue perfect attendance monitoring system. Develop 100% club - parent receive bumper sticker or shirt when student is 100% attendance for a given trimester or more Work with CWA and Outreach Coordinator for families in the SARB system	4000-4999: Books And Supplies	LCFF Supplemental	256



## 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	5248.69
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	8212.67
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5180.70
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	7284.18
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	524.87
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	491.63



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	33985.25
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	639.12
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	12290.76
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1229.08
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	262.43
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	7138.22
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	23073.91
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	787.30
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	1574.61
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3441.41

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	524.87
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	20994.75
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	4723.82
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	6665.83
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	656.09
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	2466.88
			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	5157.79

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	95069.69
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	1045.80
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	11493.29
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	247.80
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	294.98
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	1679.58
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		262.43
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	16956.78
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	11397.58
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2828.36

## 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	18450.90
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	18321.12
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1180.95
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	13201.50
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	108675.24
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	41560.42

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	157460.63
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5248.69
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	5997.89
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1645.34
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	848.40
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2949.78
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4523.
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	90.95
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	737.45
			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	6145.38

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	13121.72
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3725.40
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1966.52
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	98.33
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	49.16
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	589.96
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1312.17
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	58972.47
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5768.36

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	15506.78
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	944.76

## 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	6970.89
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	524.87
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1150.80
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4723.82



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	1679.58
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3715.23
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	3936.52
			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	1627.09
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	548.41
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	247.80
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	524.87
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	2624.34

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	18243.08
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	739.20
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	393.30
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	104.97

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		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	6444.18
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4278.15
			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	157.46

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF Concentration	3,000.00
4000-4999: Books And Supplies	LCFF Concentration	5,410.00
5000-5999: Services And Other Operating	LCFF Concentration	11,750.00
5800: Professional/Consulting Services And	LCFF Concentration	14,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	18,529.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	30,054.00
3000-3999: Employee Benefits	LCFF Supplemental	1,336.00
4000-4999: Books And Supplies	LCFF Supplemental	10,216.00
5000-5999: Services And Other Operating	LCFF Supplemental	4,290.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental	2,000.00
5800: Professional/Consulting Services And	LCFF Supplemental	21,000.00
1000-1999: Certificated Personnel Salaries	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I	432.00
3000-3999: Employee Benefits	Title I	800.00
4000-4999: Books And Supplies	Title I	4,965.00
5000-5999: Services And Other Operating	Title I	3,000.00
5800: Professional/Consulting Services And	Title I	3,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	16,697.00	0.00
LCFF Supplemental	87425.00	0.00
LCFF Concentration	34160.00	0.00

Funding Source	Total Expenditures
LCFF Concentration	34,160.00
LCFF Supplemental	87,425.00
Title I	16,697.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
	3,000.00
1000-1999: Certificated Personnel Salaries	23,029.00
2000-2999: Classified Personnel Salaries	30,486.00
3000-3999: Employee Benefits	2,136.00
4000-4999: Books And Supplies	20,591.00
5000-5999: Services And Other Operating Expenditures	19,040.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating	38,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	56,302.00
<b>Goal 2</b>	43,073.00
<b>Goal 3</b>	38,907.00

## 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
Laura Franks	X				
Heather Scalia		X			
Christina Blalock		X			
Danielle Frey		X			
Maria Mejia			X		
Alexandra Cortez				X	
Genny Escobedo Cruz				X	
Luong Huynh				X	
Rudy Lopez				X	
Veronica Melendez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

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 5/4/2016.

Attested:

Laura Franks

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

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

\_\_\_\_\_  
Date

Heather Scalia

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

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

\_\_\_\_\_  
Date

### Recommendations and Assurances

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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):

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  
*Lupia Swequi*  
 Signature

\_\_\_\_\_  
Signature

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Signature

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Signature

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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 5/4/2016.

Attested:

\_\_\_\_\_  
 Laura Franks  
 Typed Name of School Principal

\_\_\_\_\_  
*Laura Franks*  
 Signature of School Principal

\_\_\_\_\_  
 5/4/16  
 Date

\_\_\_\_\_  
 Heather Scalia  
 Typed Name of SSC Chairperson

\_\_\_\_\_  
*Heather Scalia*  
 Signature of SSC Chairperson

\_\_\_\_\_  
 5-4-16  
 Date