

The Single Plan for Student Achievement

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School: Bridges Academy New Tech
CDS Code: 43-69450-6047229
District: Bridges Academy of Franklin-McKinley School District
Principal: Alejandro Frontini
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Alejandro Frontini
Position: Principal
Phone Number: (408) 283-6400
Address: 1702 Mclaughlin Ave.
San Jose CA, 95122
E-mail Address: alejandro.frontini@fmsd.org

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School Vision and Mission

Bridges Academy New Tech's Vision and Mission Statements

Bridges Academy is in its sixth year as a dependent Charter School in Franklin-McKinley School District. It is located in the northeast section of San Jose and is one of sixteen schools in the Franklin-McKinley School District. It has a multi-ethnic and diverse student population, with the majority of our 500 seventh and eighth grade students coming from Hispanic and Asian backgrounds. Bridges Academy also has an experienced, dedicated, and qualified middle school staff, who provides a rich educational environment that challenges students to think critically, solve complex problems, express themselves articulately and work cooperatively. Bridges Academy's goal is to ensure that all students receive a comprehensive middle school program, which includes Math, English-Language Arts, Science, Social Studies, Physical Education and Electives. Students can choose from the following elective offerings: Robotics, MESA (Math, Engineering and Science Association), Spanish, Band, Chorus, Art, Accelerated Reader, AVID (Advancement Via Individual Determination), and Leadership. Bridges Academy's programs are designed to meet individual student's academic needs. Interventions include scheduled English Language Arts, ELD and Math classes. Services that are available to students are: Speech and Language, Adaptive PE, Special Day classes (to meet the needs of our special education population), academic and psychological counseling programs. A Curriculum Support Specialist, whose goal is to support teachers in the classroom, is also a resource available at Bridges Academy.

Bridges Academy New Tech is an expansion of the school's focus with project based learning, team teaching between different content teachers, collaborative planning and work amongst student groups, with technology available for daily learning and tasks.

The School Site Council (SSC) and the English Language Advisory Committee (ELAC) are two established committees that rely upon parent input and showcase student/parent awareness.

Envision Future

Envision Future of Bridges Academy of Franklin-McKinley 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 Bridges Academy New Tech

At Bridges Academy, our goal is to instill a passion for the fun and exploration of learning and develop productive citizens. As a New Tech Network (NTN) school, we strive to influence positive change in our students' lives and futures by empowering them to discover their voice and dreams.

School Profile

Bridges Academy New Tech is a California Dependent Charter School , which serves students in Grades 7 and 8 with a student population of approximately 480 students. 65% of our students are Latino and 32% are Asian, primarily Vietnamese. 75% of Bridges Students are eligible for free or reduced breakfast and 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).

Student surveys completed in the Spring, 2016 reflect the following:

1. 84% of students were satisfied with what they are learning in school.
2. 85% of students were satisfied with the usefulness of classes they are taking.
3. 73% of students were satisfied with what they were learning in reading and writing.
4. 62% of students were satisfied with what they were learning in math.
5. 91% of students were satisfied with how they were treated by the principal.
6. 74% of students were satisfied with their personal safety at school and in the community.
7. 72% of students were satisfied with Bridges Academy as a school.

Parent surveys completed in the Spring, 2016 reflect the following:

1. 86% of parents were satisfied with their student's participation in a highly-quality educational program.
2. 93% of parents were satisfied with their student's access to a wide range of subjects.
3. 92% of parents were satisfied with the social and emotional supports provided to students at school.
4. 91% of parents were satisfied with the interventions provided to struggling students.
5. 91% of parents were satisfied with the high quality English Language Development programs.
6. 92% of parents were satisfied with their student's personal safety at school.
7. 94% of parents were satisfied with Bridges Academy as a school.

Teacher surveys completed in the Spring, 2016 reflect the following:

1. 55% of teachers were satisfied with the communication between administration and staff.
2. 82% of teachers were satisfied with the support by site-level administration to work effectively to meet their goals.
3. 80% of teachers were satisfied with how they were respected by management.
4. 80% of teachers were satisfied with the respect they felt by colleagues.
5. 51% of teachers were satisfied with the needs of all staff members being represented in planning groups.
6. 55% of teachers were satisfied with Bridges as a good place to work.

Classroom Observations

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

The principal has a goal to be in classrooms 50% of the school day and to visit each teacher's classroom on a daily basis. The primary focus for these visits will be to monitor lesson plans, the communication of learning objectives to students for each lesson, checking for understanding, and student engagement strategies. Feedback is provided to teachers by short notes, emails and 1:1 conferences to improve practices and maintain positive, effective instructional practices.

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 at Bridges use a variety of state and local assessments to monitor the academic achievement of students. SBAC data as well as district level benchmark assessments are used to gauge student progress. Bridges' teachers are now using common formative assessments to check for understanding and to monitor student progress to determine what is needed to improve the instruction and learning that is taking place. Student interventions are provided depending on common formative assessments, SBAC, RenLearn STAR and CELDT results.

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

Teachers use the results of common formative assessments to determine whether students are learning, and what changes in instruction are needed to ensure that all students are successful. Both in class and out-of-class interventions are determined by the results of common formative assessments to make sure that all students are successful.

Staffing and Professional Development

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

100% of Bridges' teachers are highly qualified to teach in their content area.

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

All Bridges' teachers are credentialed in their content area. Teachers regularly receive instruction and Professional Development trainings in areas of need. The implementation of Common Core standards is a major emphasis of the professional training/staff development that is taking place at Bridges Academy.

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

All staff development is geared towards improving student learning through improved instruction, analyzing data through the Professional Learning Communities (PLC) process in order to help meet the learning needs of all students. PLC Meetings will take place twice each month.

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

Through the use of Professional Learning Communities (PLCs), Bridges' teachers work collaboratively to pinpoint student needs and develop instructional strategies to intervene. Analysis of data, provided by the Curriculum Support Specialist, as well as by their own department's assessments, will guide instruction.

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

Teachers meet on a bi-monthly basis for PLC meetings and collaborate on curriculum, assessment, interventions and other areas as needed to improve student learning. Following the New Tech model, teachers from different content areas will team teach and learning will be from the Project Based model. In order to achieve success, it is essential that there be constant collaboration between teachers, departments and administration. These collaborative meetings can be formal or informal, depending upon need.

Teaching and Learning

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

All instruction, assessment and instructional materials are aligned to the California Common Core State Standards.

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

Bridges Academy closely adheres to the recommended instructional minutes for English Language Arts and Mathematics.

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

Lessons are paced according to student needs. Intervention classes are available during the school, before and after school. For the past two summers, students at Bridges who need additional interventions were offered attendance in a 25 day summer program provided by the Bell Foundation. This year, Bridges students will attend summer school at Yerba Buena.

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

All Bridges' students have the necessary instructional materials. A set of textbooks, that is used by students at school, is provided to all students to take home. This prevents students from having to carry heavy backpacks to and from 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)

All students and teachers have the necessary State Board of Education and FMSD Board adopted and standards aligned instructional materials.

Opportunity and Equal Educational Access

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

All students who need additional help and support are provided with interventions in math and ELA to help them reach grade level standards.

14. Research-based educational practices to raise student achievement

Through the use of PLCs, the focus of all teachers is to use research -based instructional practices to improve the performance of students and raise student achievement.

Parental Involvement

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

Parents of under- achieving students meet with school personnel to review their child's progress and review options to receive additional help and support to improve achievement. All available resources are looked at to make sure that each student receives help that will help improve academic achievement. Also, a summer program provided by the Bell Foundation is available to low performing students to provide additional assistance and prevent summer learning loss.

Bridges Academy currently has two counselors on site who work with students on academic matters and less severe counseling issues. For students who require more intense counseling, a full time therapist is provided by the Foothill Family Health Clinic.

Parent education program will be provided by PIQE and Project Cornerstone to help parents work effectively with teh school to improve the academic achievemnt of all students.

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)

All categorical expenditures are presently discussed and approved by the School Site Council, which is a group of parents, teachers, classified staff, and student representatives, who have been elected by their peers, as outlined by California Education Code Section 52852.

Funding

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

Categorical funds are used to support our Title I students and program.

18. Fiscal support (EPC)

Bridges Academy New Tech receives fiscal support from the FMSD Business Services Department. Bridges Academy New Tech is fiscally responsible and accountable to the Bridges Academy School Site Council and to the FMSD Business Services Department.

Description of Barriers and Related School Goals

It is a focus of the Bridges Academy New Tech staff and parents to ensure that all students perform at higher rates each year. Our biggest hurdle is closing the achievement gap between our Hispanic and Asian students. Teachers will be using research-based strategies throughout the school day, PLC networks and a reliance on home-school communication in order to achieve success. While working on improving the achievement rate of Latino students, it is critical to continue to increase student achievement of Asian students at Bridges Academy New Tech. Another barrier that we must overcome is that of the "long term English Learner". These are students who are currently enrolled in 7th and/or 8th grade, had attended public schools since Kindergarten, but are still "English Learners." We , as a school, are learning how to differentiate instruction to meet the needs of our English Learners, through such strategies as language modeling, the explicit teaching of academic language, working in groups, etc. The overall goal is to improve the academic achievement of all students at Bridges Academy, regardless of ethnicity and/or language.

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 6	234			234		9	27	32	32
Grade 7	264			264		6	25	27	42
All Grades	498			498		3	10	12	15

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

Conclusions based on this data:

1. There is a higher percentage of students in both grades that are not meeting standards as opposed to those who have met/exceeded
2. More Grade 7 students are below proficiency levels than Grade 6 students.
3. The actual percentage rates of both grades in proficiency levels are fairly similar.

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 6	240			240		9	15	30	46
Grade 7	268			268		13	13	28	46
All Grades	508			508		4	6	11	18

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

Conclusions based on this data:

1. More students are below proficiency levels than at/above proficiency levels.
2. Both grades have relatively similar percentages in all levels of proficiency.

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
	#	%	#	%	#	%	#	%	#	%	#
7	9	11	27	33	28	35	8	10	9	11	81
8	8	6	43	34	43	34	14	11	18	14	126
Total	17	8	70	34	71	34	22	11	27	13	207

Conclusions based on this data:

1. The majority of our students are in CELDT level 3.
2. There are 87 students who are in Levels 4 and 5 who haven't been reclassified.
3. The number of students in Level 3 is nearly the same as those in Level 4.

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
	#	%	#	%	#	%	#	%	#	%	#
7	9	10	27	30	28	31	10	11	15	17	89
8	8	6	43	30	44	31	17	12	29	21	141
Total	17	7	70	30	72	31	27	12	44	19	230

Conclusions based on this data:

1. The largest group of students are at Level 3.
2. There are 87 students who are in Levels 4 and 5, who haven't been reclassified.
3. There are about the same number of students in Level 3 , as in Level 4.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	264	252	207
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	264	252	207
Number Met	148	119	106
Percent Met	56.1%	47.2%	51.2%
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	53	216	44	216	40	180
Number Met	19	89	7	67	11	71
Percent Met	35.8%	41.2%	15.9%	31.0%	27.5%	39.4%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	No	No	Yes	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	No		--

Conclusions based on this data:

1. In AMAO 1, from 2012-2015, continual progress was made towards achieving the NCLB Target.
2. In AMAO 2, in the 3 year comparison, students receiving English instruction for 5 or more years haven't met Target.
3. In AMAO 3, the only year posted with information (2012-3) indicated that the English Learner Subgroup didn't meet proficiency in neither English-Language Arts nor Mathematics.

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. In AMAO 1, the District's data indicates that between 2012-15, Target was not met.
2. In AMAO 2, the District's data indicates that between 2012-15, students who have had English instruction for more than 5 years, hadn't met Target.
3. In AMAO 3, the District's data indicates that between 2012-14 the English Learner Subgroup hadn't met Target.

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:
Bridges Academy will decrease the achievement gap between Latino and Asian students by 5%. All students who are more than 1 year behind will increase in their Instructional Reading Level and Math level by at least 1.5 years in one school year. All EL students will increase by at least one CELDT level at minimum, with our goal for all ELs in Levels 4 and 5 to be reclassified by the end of the year.
Data Used to Form this Goal:
District STAR Renaissance data, California English Language Development Test (CELDT), classroom observations, CAASPP results in ELA and Math and Student Writing Scores, and Read 180 assessment scores.
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. 25% of Bridges Academy 7th graders met or nearly met the standard for math on the CAASPP.2. 18% of Bridges Academy 8th graders met or nearly met the standard for math on the CAASPP.3. 30% of Bridges Academy 7th graders met or nearly met the standard for English Language Arts on the CAASPP.4. 31% of Bridges Academy 8th graders met or nearly met the standard for English Language Arts on the CAASPP.
How the School will Evaluate the Progress of this Goal:
Results of CST/CMA/CAPA for 2015-16 will be compared to the results for the 2014-15 schoolyears. District benchmark Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. For all students who are not achieving at grade-level standards, Bridges Academy will provide differentiated instruction during class time and also have scheduled intervention programs in Math and ELA during school and after school.	August 2016 - June 2017	Site Administration Shar Lee-Nakayama Classroom Teachers	Classroom Instructional Support			
2. All Bridges Academy Math and ELA teachers will be provided with grade level appropriate adoption materials required to teach their classes	August 2016 - June 2017	Site Administration	State/District Adopted Curriculum			
3. During the 2016-2017 school year, all Bridges Academy Departments will develop common formative assessments (CFAs) for each course taught. Teachers will be required to give CFAs once time each month during the instructional year.	August 2016 - June 2017	Site Administration CSS Classroom Teachers	Monitoring			
4. Department level Professional Learning Communities (PLCs) will continue to create a more personalized learning environment, provide challenging academic course work, to offer academic interventions and to modify instructional practices and pacing based on formative assessment results.	August 2016 - June 2017	Site Administration CSS Classroom Teachers	Professional Development			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Bridges Academy Math and ELA teachers will administer District benchmark Assessments 4 times during the 2016- 2017 school year and analyze results to adjust, modify, or change groupings or instructional strategies.	4 times during the 2016-2017 school year	Site Administration CSS Classroom Teachers	Monitoring			
6. All Bridges teachers will have the necessary materials and supplies in order for them to do an effective job teaching their students.	August 2016 - June 2017		Classroom Supplies and Materials	4000-4999: Books And Supplies	General Fund	15292
			Classroom Supplies and Materials	4000-4999: Books And Supplies	Title I	2522
			Classroom Supplies and Materials	4000-4999: Books And Supplies	LCFF Concentration	6391
7. A Copy machine will be provided for teachers to prepare materials for student use.	August 2016 - June 2017	Site Administration	Copy Machine Costs	5000-5999: Services And Other Operating Expenditures	General Fund	2000
			Copy machine Costs	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	15000
8. Teacher lesson plans will be monitored to ensure implementation of Math and ELA Common Core curriculum.	August 2016 - June 2017	Site Administration Classroom Teachers	Monitoring			
9. Classroom walk-throughs will be conducted as a tool to assess classroom implementation of the Math and ELA common core curriculum.	August 2016 - June 2017	Site Administration	Monitoring			
10. The Bridges Staff will be trained by the IT member attending the NTAC conference in Orlando on the use of ECHO data system to collect, analyze, adjust and report student achievement data at staff and PLC meetings. The ECHO system will be used to maintain collaborative projects.	August 2016 - June 2017	CSS Instructional Leadership Team Classroom teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Bridges Academy will work with Partners in School Innovation on improving the instructional program to better meet the needs of all students at Bridges Academy. The Instructional Leadership Team (ILT) will work with Bridges Academy staff to help implement strategies presented at District level ILT Team meetings.	Ongoing Throughout 2016-17 school year	Partners in School Innovation Site Administration ILT CSS	Professional Development monitoring		Title I Part A: Professional Development (PI Schools)	15,000
12. District Duplication Services will be provided to staff for any large runs of materials	As needed during the 2016-17 school year	Site Administration Classroom teachers	Duplication Cost	5700-5799: Transfers Of Direct Costs	General Fund	1000

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:
By June, 2017 all teachers will be using appropriate technology and curriculum to satisfy the needs of the changing 21st century classroom. In addition, teachers will be given access to professional development. Facilities will be upgraded to ensure a safe and welcoming learning environment.
Data Used to Form this Goal:
Climate Survey Classroom Observation Instructional Rounds Requirements to implement New Tech Model.
Findings from the Analysis of this Data:
Based on parent, staff and student input the current facilities are not creating the learning environment required for student success. Based on staff and student input the current technology being used is not sufficient to help students engage in a 21st Century education.
How the School will Evaluate the Progress of this Goal:
Climate survey Classroom Observation Instructional Rounds New Tech requirements being met

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All ELL students in Levels 1-2-3 will receive ELD support based on ELD/ELA common core framework. EL's requiring additional support outside of ELA class will receive ELD instruction using the English 3D curriculum. The English 3D Curriculum will be implemented with fidelity.	August 2016 - June 2017	Site Administration ELD Teacher CSS Classroom Teacher				
Train teachers, resource staff and administration in the implementation of research based instructional strategies to be used with EL students to improve academic performance	August 2016 - June 2017	Site Administration CSS Classroom Teachers	Professional Development			
Bridges Academy will continue to facilitate home school communication by publishing and transmitting key documents and messages in other languages and providing translators for parent-teacher conferences.	August 2016 - June 2017	Site Administration CSS	Translators	2000-2999: Classified Personnel Salaries	Title I	380
Bridges Academy will review with the Site ELAC Committee the District's Master Plan for English Language Learners	August 2016 - June 2017	Site Administration	Planning and Monitoring			
The Bridges Academy Project Specialist will coordinate all activities and programs dealing with ELL students and the implementation of the ELD Program.	August, 2016 - June, 2017	CSS	Implementation of program			
Bridges Academy Administration will monitor the implementation of the District adopted ELD program.	August, 2016 - June, 2017	Site Administration	Monitoring			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff and administration will be trained in the use of ECHO, will attend NTAC training in the summer and will continue with professional development as needed in order to keep current with changing technology and curriculum.	July 2016 - June 2017	Site Administration	Professional Development			
Bridges Academy will acquire and maintain appropriate technology in order to facilitate 21st Century learning in the classroom.	July 2016 - June 2017	Site Administration	Classroom Materials			
Bridges Academy will renovate classroom and overall appearance in order to create a welcoming and nurturing environment for students and staff.	August 2016 - June 2017	Site Administration	Facilities Improvement			
Bridges Academy will have a New Tech TOSA to monitor, support and ensure the implementation process .	August 2016 - June 2017	Site Administration	Professional Development	1000-1999: Certificated Personnel Salaries	LCFF Concentration	

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:
Increase the participation of stakeholders by 20% in the following events: Back to School Night, Principal's chats, School Site Council, ELAC, student celebratory events, and Open House.
Data Used to Form this Goal:
Sign in records Feedback from parents Feedback from teachers
Findings from the Analysis of this Data:
Participation has improved from prior years and there is a desire from parents and staff to continue to increase the opportunities for stakeholders to participate at Bridges Academy.
How the School will Evaluate the Progress of this Goal:
Sign in records Feedback from parents Feedback from teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All parents/guardians will be advised of the qualification of their child's teachers at the beginning of the school year or upon request if there are changes to the teacher's qualification during the school year.	August 2016 - June 2017	Site Administration	School to Home Communication			
Only highly qualified staff will be interviewed/recommended for all Bridges Academy positions. The evaluation process will support the success/retention of all staff members.	Whenever positions open up during the 2016 - 2017 school year	Site Administration	Hiring of Staff			
All first and second year teachers at Bridges Academy will be supported through the BTSA Program	Throughout the 2016-2017 school year	Site Administration Site Providers Human Resources	Staff Development for Beginning Teachers			
Bridges Academy staff will have ongoing staff development to constantly improve their ability to provide the very best instructional program that meets the needs of all Bridges' students.	August, 2016 - June, 2017	Site Administration CSS Instructional Leadership Team (ILT)				
Bridges Academy teachers will receive training on implementing the California Common Core standards in their classrooms.	Throughout the 2016-2017 school year	Trainings provided by the DSC			District Funded	7500
Principal's chats will be held Bi-Monthly in the evening in order to maximize the participation of the parents at Bridges Academy	Throughout the 2016-2017 school year	Site Administration	Parent involvement			
Parents will be invited and encouraged to participate in SSC/ELAC meetings in order to voice their concerns and give their feedback in relation to any issues that arise at Bridges Academy.	August 2016 - June 2017	Site Administration	Parent involvement			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bridges Academy administration will encourage parents to communicate with site admin team regarding any concerns or suggestions they have in relation to the students, school, and staff.	August 2016 - June 2017	Site Administration	Home and School communication			
Bridges Academy will provide multiple opportunities for parent involvement through supervision before/after school and during breaks, open house, back to school night, Principal chats, SSC/ELAC, parent/teacher meetings, classroom assistants, college oriented events and field trip chaperones.	August 2016 - June 2017	Site Administration Classroom Teachers	Parent Involvement			

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 Student 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	0
Provide intervention teachers to support middle school at risk readers and summer school needs.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Provide intervention teachers for identified students. Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF Supplemental Title I Part A: Allocation	0 6673.24
Teacher on Special Assignment (TOSA) will provide support to school sites regarding data and assessment.	July 1, 2016 to June 30, 2017	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	0
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 Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF Supplemental Title I	0 633.27

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and replace instructional materials for specific sub groups to include: Newcomer EL, EL, Special Education, At Risk Readers, and core curriculum as needed.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Curriculum Replacement (PE, ELD, TK-K, Reading Intervention)	4000-4999: Books And Supplies	LCFF Supplemental	0
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	823.25
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	15831.68
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1583.17
Provide support for GATE programming for identified students.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Resource Materials GATE (Gifted Students)	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	0
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	Title III	0
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	0
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	0
Technology consultant will work with FMSSD staff to implement 21st Century Teaching and Learning Plan.	July 1, 2016 to June 30, 2017	Assistant Superintendent of Educational Services	Francesa Venning Contract to Support Instructional Technology Integration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	0
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4342.87

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
			Description	Type	Funding Source	Amount		
Provide professional development and support for STEM implementation at selected school sites.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	STEM Consultant Greg Brown		LCFF Supplemental	0		
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	0		
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	0		
Utilize Renaissance STAR Enterprise system as a local assessment to monitor student growth in math and ELA.	July 1, 2016 to June 30, 2017	Teacher on Special Assignment Assessment	Assess and Monitor Student Progress in math and reading through Enterprise STAR Renaissance Math and Reading Assessment	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	0		
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	0		
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	0		
			Expand E Spark Learning Intervention to Tier II and III schools not serviced in 2015-16.	5800: Professional/Consulting Services And Operating Expenditures			Title I	6332.67
			Implement software to support English Learners	5000-5999: Services And Other Operating Expenditures			Title III	6643.73

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize a Curriculum Support Specialist (CSS) at each school site to support coaching, assessment and implementation of Professional Learning Communities..	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Curriculum Support Specialists	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	
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	
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		Title I	14804.45
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	319.19
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	379.96
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	0
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		
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	
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will support school sites through providing Library Media Aides, technology mentors, and IT staff to support teaching and learning at each site.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction Director of Instructional Technology	Library Media Aide (.5)	2000-2999: Classified Personnel Salaries	Title I	23766.51
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	
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	
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	

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	Title II Part A: Improving Teacher Quality	0
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	0
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	7725.86
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2119.35
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1092.82
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3799.60
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5826.06
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	117.15
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	949.90
			International Center for Leadership In Education Contract for Development of Highly Qualified Teachers and Administrators	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	7915.84

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will support the collaboration between College Connection Academy and East Side Union High School District through teacher stipends.	July 1, 2015 to June 30, 2016	Assistant Superintendent of Educational Services. Human Resources	Support of Additional Hours College Connection Academy Teachers (Stipend)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	
FMSD will support retention of highly qualified staff through reserve funding to support salary/benefit increase.	July 1, 2016to June 30, 2017	FMSD Business Office	5% Reserve for Salary Increase Certificated LCFF	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2533.07
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	126.65
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	63.33
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	759.92
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	
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	
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			FMSD will support Professional Learning Communities and fitness through the employment of physical education teachers who rotate through various sites to allow teacher time for planning	1000-1999: Certificated Personnel Salaries		23555.53
			Catholic Charities will provide enrichment programs for students as a support to the PLC program at Los Arboles Elementary	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1435.14
					Title II Part A: Improving Teacher Quality	
				5800: Professional/Consulting Services And Operating Expenditures		
			SEAL Coaches	1000-1999: Certificated Personnel Salaries	Title III	94674

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Parent Engagement through translation and interpretation services.	July 1, 2016-June 30, 2017	Director of State and Federal Projects and Assessment	Support parent engagement through utilization of district parent liaisons to provide interpretation and translation services.	2000-2999: Classified Personnel Salaries	Title I	23498.83
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	952.16
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	506.61
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	

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	
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	
			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	
			Translation	2000-2999: Classified Personnel Salaries	Title I	534.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	7,500.00
4000-4999: Books And Supplies	General Fund	15,292.00
5000-5999: Services And Other Operating	General Fund	2,000.00
5700-5799: Transfers Of Direct Costs	General Fund	1,000.00
4000-4999: Books And Supplies	LCFF Concentration	6,391.00
5000-5999: Services And Other Operating	LCFF Supplemental	15,000.00
2000-2999: Classified Personnel Salaries	Title I	380.00
4000-4999: Books And Supplies	Title I	2,522.00
	Title I Part A: Professional Development (PI	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	43,918.00	41,016.00
LCFF Supplemental	113,750.	98,750.00
LCFF Concentration	44,800.	38,409.00

Funding Source	Total Expenditures
District Funded	7,500.00
General Fund	18,292.00
LCFF Concentration	6,391.00
LCFF Supplemental	15,000.00
Title I	2,902.00
Title I Part A: Professional Development (PI Schools)	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
2000-2999: Classified Personnel Salaries	380.00
4000-4999: Books And Supplies	24,205.00
5000-5999: Services And Other Operating Expenditures	17,000.00
5700-5799: Transfers Of Direct Costs	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,205.00
Goal 2	380.00
Goal 3	7,500.00

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
Alejandro Frontini	X				
Ann-Marie Cobarrubias			X		
Virginia Gyorkos		X			
Rudy Duran		X			
Mayra Valdivia		X			
Diana Tenorio			X		
Rodney Palmer		X			
Graciela Landeros				X	
Irma Anguiano				X	
Abelina Valdez				X	
Ruby Lopez					X
Lidia Landeros					X
Francisco Sandoval					X
Adilene Banuelos					X
Cindy Dinh					X
Magdalena Morelos				X	
Numbers of members of each category:	1	4	2	4	5

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Alejandro Frontini

Typed Name of School Principal

Signature of School Principal

Date

Graciela Landeros

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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

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

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

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

Attested:

<u>Alejandro Frontini</u> Typed Name of School Principal	<u><i>Alejandro Frontini</i></u> Signature of School Principal	<u>5-9-16</u> Date
<u>Graciela Landeros</u> Typed Name of SSC Chairperson	<u><i>Graciela Landeros</i></u> Signature of SSC Chairperson	<u>5-9-16</u> Date