

The Single Plan for Student Achievement



School: Captain Jason Dahl Elementary School
CDS Code: 43-69450-6047211
District: Franklin-McKinley Elementary School District
Principal: Maria Martinez
Revision Date: May 18, 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.

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School Vision and Mission

Captain Jason Dahl Elementary School's Vision and Mission Statements

Our goal at Captain Jason M. Dahl Elementary School is to create a positive and congenial school environment where every staff member and student feels successful and has all the necessary resources, training, and assistance in which to do so. Every staff member and student is valued for his/her uniqueness and is appreciated for his/her contributions to education. Students are encouraged to be proud of themselves and their school. Teachers set high expectations and teach grade level Common Core State Standards with an emphasis on achievement and moving students towards their learning goals.

School Vision

To be college and career ready students must be able to problem-solve, use critical thinking skills, and articulate well, orally and in written format, the processes used in making sense of academic information. Based on students' interests lessons will contain effective content vocabulary instruction, structured cooperative group talk, and opportunities for students to explore, predict and evaluate their work and efforts.

School Mission

To empower students with the skills necessary to become life-long learners and be productive citizens of our society, the Dahl Staff is committed to improving the speaking, reading and writing skills of all of its students by:

- 1) decreasing the number of English Learners who are at CELDT Level 3 by 20% each school year, and advancing them into Levels 4 or 5
- 2) increasing the ELA Instructional Reading Level of English Learners and Hispanic students by 15% when comparing Mid Year Data each year to the previous year
- 3) increasing growth in Math by an average of 6 months when comparing Mid Year Data each year to the previous year

School Mission Statement

We believe each student will leave Captain Jason M. Dahl School and look back and say, "I have learned all that I could learn, done all that I could do, and experienced all that I could experience to the best of my abilities. Therefore, I feel good about myself and believe I can be successful in life."

Envision Future

Envision Future of Franklin-McKinley Elementary School District

Franklin-McKinley School District promotes high aspirations for all students and staff. We successfully achieve a multiple range of student outcomes, which include learning how to learn, respecting individual and cultural diversity and preparing all students for a knowledge-based world.

Motto/Purpose

"Preparing all children as global learners"

Student Focus | Partnership | Integrity | Respect | Innovation | Teamwork

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

Core Values:

Student Focus

We are committed to cultivating the unique potential of every child.

Partnership

We foster strong parent, school and community partnerships.

Integrity

We embrace truth and honesty in every personal interaction throughout the District.

Respect

We embrace and celebrate our diversity and individuality.

Innovation

We provide an environment that encourages new ideas and strategies.

Teamwork

We are focused on results and committed to collegiality and professionalism.

Envision Future of Captain Jason Dahl 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**The School Building**

The main campus of Dahl School was built approximately in 1955 between Senter and Monterey roads just north of Capitol Expressway. The local neighborhood schools that Dahl students feed into are Sylvandale Middle School and Andrew Hill High School. The school was originally named Hillsdale Elementary School until 2002 when it was renamed after a former student, Jason M. Dahl, a pilot for United Airlines and Captain of Flight 93 on September 11, 2001. The school underwent modernization in 2008-2009 as a result of passage of Measure Q in 2008. Buildings received updated electrical and internet wiring, new carpeting and paint, and the school received an expanded library, a computer lab and playground area with new play structures. Security at the school has been enhanced with new fencing, more secure entrances to the campus, and a new and larger emergency passageway onto the school grounds. In May 2010, a re-dedication of the school was celebrated with members of the Dahl family present to view the special glass case constructed in the main office which holds donated memorabilia of Captain Dahl, to ensure his legacy and positive influence lives on in every child educated at the school.

Academic Information

During the years 2009-2012 students of Dahl School advanced a total of 110 points on the California State Test known as STAR, due to a focused selection of formative and summative assessments specific to reading skills, an alignment between assessments and intervention materials, and strategic intervention selected for students having difficulty in reading. As a result Dahl School met both API and AYP targets for the 2009-2010 year, making a 71 point gain for an API of 729. In the 2010-2011 school year Dahl School met its target growth for an API of 735 and in 2011-2012 advanced 33 points for an API of 768. Results in API for 2013 were disappointing with a drop of 9 points. Dahl School did not meet federal guidelines of AYP for 2012-2013 based on targets set at 89.2% proficiency in ELA and 89.5% proficiency in Math, and entered into its fourth year of PI status. With implementation of the new Common Core State Standards assessments have been redesigned to be taken online. During the 2013-2014 school year students were given the opportunity to practice keyboarding skills, as well as a new format through a field test conducted in the spring of 2014. Students are prepared for the ELA and Math performance test through a school-wide practice in Math called "Writing to Explain", whereby students describe with details their step by step problem solving process. This format will continue to be used as a warm-up activity in math and in 2015-2016 will extend into other subjects (i.e. Science and Social Studies) where students will read informational text, select important details and take a position on a prompt to explain their prediction or reasoning.

Response to Intervention first begins through a teacher's instruction in small group, reteaching or modifying a lesson for those students having difficulty. Students in second through fifth grade experience ability grouping during ELA Support time. Reading Intervention Teachers design a schedule to pull students in Kindergarten through sixth grade in cycles of 6-8 week sessions reteaching phonics, decoding and comprehension skills in small groups based on teacher recommendation. Those students who improved were cycled back into their classroom while others remained for additional time. Regular assessments using Lexia and Renaissance Star have shown these interventions beneficial. Summer school for 2nd and 3rd graders was instituted during the summer of 2014. A comparison study was conducted between students who were invited and did not attend compared to those who did attend summer school, with results showing with 16 days of summer school students who attended made between 3 months to a year and a half growth in ELA. Summer school will continue to be offered each year as long as funds are available. During the 2014-2015 school year online assessments were implemented district-wide using Renaissance Star ELA and Math as District Benchmarks. Analysis of results shows there continues to exist an achievement gap between Hispanic and Asian students in both subject areas with the widening of the gap starting at second grade in ELA. This information has prompted the need to add to our focus of instruction content vocabulary development and the practice of oral discourse to develop critical thinking skills.

Teachers of Transitional Kindergarten and Kindergarten through Third grade will participate in a 3 year training by the Sobrato Foundation in strategies to improve the academic language of English Learners (SEAL). The Curriculum Support Specialist will continue their work providing teachers with data to analyze and problem-solve during the PLC Thursday meetings, with additional planning time provided once a week during PE resource time. Teachers are provided a focus for their meetings, with agendas and minutes of meetings requested to be returned to the CSS for review. The CSS will provide teachers support in the areas of Cooperative Learning, Close Reading Strategies, and Writing to Explain in Math during the school year.

Parental and Community Involvement

Parents are encouraged to be involved in the Dahl learning community by visiting our campus regularly for meetings, to assist in classrooms, and to attend field trips. They are encouraged to take part in parent organizations such as the Parent Teacher Association (P.T.A.), the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and weekly "Cafecito" meetings. Community events such as the Fall Festival, Family Night, and the International Festival are well-attended and strengthen the school culture at Dahl. Community agencies provide services, courtesy of our Family Resource Center, such as the Second Harvest Food Produce Mobile every third Saturday of the month, an Early Literacy Class sponsored by First Five, as well as afterschool and vacation classes for students and their families in sports activities, arts and crafts. Counseling services are provided on a referral basis made by a staff or family member of the child. Currently we have over 45 students receiving services provided by Catholic Charities, Foothill Family Health Center, EMQ and our school psychologist. In the Spring of 2014 we hired a Community Assistant using our EIA funds and will continue with the position in the coming year using the LCFF Supplemental funds. Our Community Assistant is Spanish speaking and is located in the main office where she is visible and can help translate when parents come for information and assistance. She meets weekly with the Cafecitos parent group surveying their needs and wants, organizes ELAC meetings, makes phone calls to parents to invite to meetings, and conducts community outreach through phone calls and emails to assist with initiating partnerships. Parent Project Jr. is a parent lead training held in Spanish and English to provide parents a six week course in how to best support their children with positive self esteem and academic assistance.

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).

During the 2015-2016 school year surveys were conducted of students, parents and staff regarding their satisfaction with school safety, communication, and technology.

****Students continue to be concerned with issues of bullying, especially cyber-bullying in the intermediate grades. These behaviors appear on campus more as teasing and name calling in the primary grades with referrals to the office made by staff members and addressed by Administration. Students in the intermediate grades report incidents of cyber-bullying to staff members more often as this topic is addressed regularly in class meetings or morning announcements. Parent phone calls and suspensions are visibly seen as a result of engaging in this behavior, therefore it is well known that bullying of any kind is not acceptable. The students also shared they would like to have more art and music during the school day.**

****Staff members share their concerns around not having sufficient amount of time to complete duties of lesson planning and implementing district programs to the best of their abilities during this year of introducing the new Common Core State Standards. PLC Thursdays appear to be impacted with a growing list of agenda items that cover both site and district needs. Teachers also expressed not feeling well prepared to teach the Next Generation Science Standards, and did not have enough time in the day to teach art and music.**

****Parents have concerns that not enough afterschool interventions address help for students in the intermediate grades with their homework. Spanish speaking parents wish to have adult ESL classes at convenient times during the day, and any assistance would be welcome in helping them learn how to support their children to be successful in school. Safety is a concern with bullying amongst the students, parents would like for their children to speak up more when bullied and inform adults at school when this happens. Parents also expressed they would like to have more art and music during the instructional day for their children.**

Classroom Observations

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

Classroom visits are conducted regularly by administration with a minimum of 3 a day. A checklist is used by the administrator to ensure every classroom is visited at least once a month. Teachers on the yearly evaluation schedule will be visited more often to gather data. A feedback form is provided to the teacher notating details about student learning (students on/off task, responses to questions, effect of lesson on student learning etc). When there are areas of concern regarding instruction or student engagement teachers will be asked to set up a time to observe peers, meet with the Curriculum Support Specialist to plan a model of a lesson with the class, or review chapters from a book well known for it's effective research-based strategies. The focus is meant to help improve students' engagement through cooperative learning and oral discourse to spark the use of critical thinking skills. Teachers in K-3 are visited regularly by the SEAL Coach to ensure the use of the strategies taught in their module trainings. A Co-teaching model is sometimes used when strategies are first learned and implemented during instruction.

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)

During the first weeks of school students are given entry level assessments that consist of: Kindergarten Assessment, Developmental Reading Assessment (DRA) Grades 1-3; John's Comprehension Grades 4-6; Renaissance STAR placement test for baseline score in Reading and Math Grades K-6; Computer based programs of Lexia Core5 (Reading) and ST Math (Math) placement test for ability level

Every 6-8 weeks formative assessments will be used for progress monitoring- DRA, Lexia, ST Math and Renaissance STAR with results used to determine direction for interventions, ability groupings, curriculum.

Benchmark testing is each trimester using Renaissance Star for ELA and Math. Results are published for individual and group progress and shared with teachers to assist in guiding lesson planning and interventions. These assessments are given in November, March and June and are used to monitor progress and shared with parents during parent conferences.

School-wide testing using SBAC computerized assessments for ELA and Math are conducted in the Spring with grades 3-6. Reports are provided to parents and the school for evaluation of needs

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

Daily teachers are reviewing class assignments and homework to check for understanding of concepts. The curriculum embedded assessments will present themselves weekly or bi-weekly to provide teachers feedback on student learning. Teachers use these to adjust instruction by scaffolding a lesson from simple to challenging, to discover who may need modified work to be able to complete assignments and lower the frustration level, and to find curriculum at the ability level and reading needs of the student. Grouping of students for instruction or intervention is always fluid based on informal and formal assessment results. Small group instruction during ELA allows teachers to use Guided Reading as a method of addressing phonics and decoding skills to develop fluency and comprehension.

Teachers use Test Chats with students sharing assessment results for student input into their plan of action for academic improvement.

Staffing and Professional Development

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

All teachers of Dahl School have met the criteria for highly qualified staff with 100% of teachers possessing valid teaching credentials for the position they hold.

When hiring teachers for a position applications are reviewed to ensure candidates have the correct credentials prior to interviewing. References are checked when candidates are selected to ensure quality of instructor.

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

The need for professional development of district adopted curriculum is provided by both district and school site. Sixth grade teachers attended training over the 2014-2015 school year for their new Math textbook, College Preparatory Math (CPM) while other grade level teachers instruct students with Engage NY Math receiving professional development at the start of the school year and during the winter break. Sixth grade teachers are participating in a grant program with San Jose State University developing strategies in Math instruction that will benefit their English Language Learners. Three teachers, two fifth grade and one fourth grade, have partnered with the San Jose Tech Museum to learn about the Next Generation Science Standards and design engineering lessons to carry out in their classrooms. In year 2 of this partnership (2016-2017), these teachers will lead professional development for Dahl Teachers in understanding the NGSS and how to design STEM lessons.

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

Staff development begins with a review of the Theory of Action Plan and a teacher survey of PD needs, analyzing where our student focus and teacher needs overlaps or slightly connect. Tuesday staff meetings are occasionally used for an introduction to a professional development topic and then is followed as part of the agenda for a PLC Thursday. The Curriculum Support Specialist (CSS) plays a major role in the delivery of information for the PD, providing data from assessments and research-based strategies. Our Theory of Action Plan focuses on the improvement of reading skills so teachers are reminded of how to align those reading skills and strategies across the curriculum when lesson planning.

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

The Instructional Leadership Team (ILT) is a small group of teachers who work on a school-wide plan of focus for improving student learning. They design a plan, try out strategies with their own students, tease out the problem areas and then ask one or two colleagues to try out the plan before presenting to the entire staff. The Reading Intervention and RSP teachers meets with grade levels to discuss concerns, conducts both push-in and pull-out services, and attends PLC meetings to participate in discussions and share information. The Curriculum Support Specialist provides assessment data for PLC discussions, models strategies to improve student learning and teacher instruction, and provides feedback to teachers requesting observations. Teachers in K-3 will be provided a Coach for the SEAL program once it is implemented to provide training in strategies for teaching academic language and support of curriculum.

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

Collaboration time can be both formal and informal anytime during the week. Thursdays are early release days for students allowing teachers to conduct an hour and a half of PLC time. On Tuesdays when staff meetings are not held grade levels may be asked to collaborate over a topic provided by administration. Cross grade level articulation occurs once a trimester on days when teachers are gathered to participate in a Pre-Student Study Team for those students referred for academic or behavior needs.

Teaching and Learning

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

At the start of the new school year teachers review their pacing guide and content standards, when needed they will rearrange the curriculum and standards in an order that best fits the need of instruction based on age appropriateness and cognitive development and understanding of content by the children in their classrooms.

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

Staff follows the recommended times for:

**ELD 30 minutes daily

**PE 100 minutes weekly

**ELA daily: Kindergarten 60 minutes Core and 30 minutes support; grades 1-3 150 minutes Core and 30 minutes of support, and grades 4-6 120 minutes of Core and 30 minutes of support

**Math K 30 minutes of Core and 15 minutes of support daily and grades 1-6 60 minutes Core, and 15 minutes of math support all of which are checked by lesson plans, grade level schedules posted in classrooms, and observed during walk through visits.

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

At the start of the school year district pacing guides are provided to teachers for ELA and Math. Teachers can also find these in the virtual portal of the district under the Educational Services Department icon. The master schedule allows for after school and summer school interventions.

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

On September 8, 2015 the County Office of Education conducted an annual Williams Review of our school. We were found to be compliant with all SBE curriculum available to our students. It is the charge of the Library Media Assistant to conduct an inventory, gather materials and provide each teacher with their curriculum needs.

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)

Franklin McKinley School District provides a list of SBE-adopted curriculum and a list of intervention materials that can support instruction. Dahl School has all materials needed for each subject area of instruction including Reading Street and EnVision Math. For interventions in reading we use SIPPS, REWARDS, and Read Naturally.

Opportunity and Equal Educational Access

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

A Tier I, II and III system of Response to Intervention is implemented to best serve students needs.

**Tier I is serviced by the classroom teacher- Small group instruction, curricula at ability level, computer lab tutorials, rotating centers for reinforcing and reteaching, and use of supplemental materials.

**Tier II is support staff for reteaching and reinforcing during time away from class such as: extended day CORAL support services grade K-2, Homework Club for grade 3, afterschool math interventions for grades 4-6, Retired Reading teachers pull out services for grades 1-2, Reading Intervention Teacher with support for grades K and 3-6, Summer School Academies for grades K-3, and school-wide Math Masters basic math facts practice and test with special T-shirt incentive for passing basic math facts test.

**Tier III- is more intensive instruction to a smaller group for additional time, and may involve the referral to the SST process for possible RSP service, and/or referral to counseling services

14. Research-based educational practices to raise student achievement

Dahl School focuses on providing

- 1) A safe school environment with a school-wide culture of student growth mindset
- 2) For English Learners instruction with direct explicit instruction of content vocabulary with a language objective, use of content academic language and purposeful opportunities for EL's to engage in oral language practice in a structured cooperative manner
- 3) Use of formative assessments to determine needs of students and participation in a Professional Learning Community to collaborate on planning next step lessons

Parental Involvement

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

Parents are invited to participate in Parent Project Jr. a parent to parent training on how to provide a connected family environment with values and learning expectations, as well as opportunities to practice with reading and math games to use at home. Parents also are asked to volunteer as a reader in the Los Dichos program where parents partner with the teacher in reading books about positive character values. Members of the school community are invited to be part of the School Site Council, English Learner Advisory Committee and receive information about the school system, resources available to support student learning, and to make decisions that support the school or district that effect student learning. Resources from the community with services on campus include Hillsdale Preschool, First Five Family Resource Center, Catholic Charities after school programs, and two half-time Foothill Community Health Center counselors.

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)

Programs are determined through the voting membership of School Site Council and English Learner Advisory Committee. Input is also provided by the parents of GATE and Special Education students. These groups are comprised of the administrator, school staff and parents.

Funding

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

Personnel- Reading Intervention Teachers, SEAL Coach, Community Assistant, CELDT Testers, Translators, Substitutes for teacher trainings

Other- Summer school, classroom supplies and materials, computer based programs (Lexia-reading, ST Math), after school interventions, field trips, technology etc.

18. Fiscal support (EPC)

General Fund provides for resources for communication and safety (i.e. yard supervision, copier machine maintenance...)

Title I provides resources for interventions and communication (i.e. .5 Reading Intervention Teacher, translators...)

LCFF Supplemental provides resources for interventions, technology, teacher and parent support (i.e. SEAL Coach, Community Assistant, .5 Reading Intervention Teacher, contracted service with Partners in School Innovation...)

LCFF Concentration provides for student interventions and teacher professional development (i.e. summer school, substitute release days for SEAL trainings, Retired Teachers Reading Intervention.....)

Description of Barriers and Related School Goals

Dahl School's enrollment is approximately 665 students. Dahl has an ethnicity makeup of: 66.8% Hispanic/Latino, 24.1% Asian (majority Vietnamese), 1.9% White, 2.5% Filipino, 2.6% Black. The number of English Learners is approximately 58.8% and the number of Free/Reduced Lunch is approximately 89.5%. In 2013 based on a parent survey for the California State Test the California Department of Education reported statistics for 90% of the respondents as: 3% said they have attended graduate school, 10% are college graduates, 21% have had some college, 32% are high school graduates, and 33% did not graduate from high school.

As of March 31, 2015 Renaissance Star Math data for Hispanic students reports the following percentage of students are on the pathway to proficiency:

2nd grade: 34% 3rd grade: 48% 4th grade: 41% 5th grade: 24% 6th grade: 19%

With the new Common Core State Standards it is evident that students with parents who reported having a high school diploma or less are having a difficult time with performance writing and math computational skills.

As of March 31, 2015 Renaissance Star Reading data for Hispanic students reports the following percentage of students are on the pathway to proficiency:

2nd grade: 36% 3rd grade: 21% 4th grade: 36% 5th grade: 35% 6th grade: 34%

Students who do not have role models at home for reading, no access to reading materials, or have a language barrier may perform poorly due to lack of practice, and not having a wide vocabulary or understand the meaning of the academic language used in formal texts.

Theory of Action Goals:

- 1) Strategic instruction of academic vocabulary using research-based and effective strategies to improve language
- 2) Structured Cooperative Learning for student engagement to provide students with opportunities to use academic language and critical thinking skills when working with others to problem solve
- 3) Writing to Explain for the purpose of organizing instructions, summarizing with details, or supporting an opinion
- 4) Focus on the review of data for Hispanic English Learners to determine if progress is made, and design a plan of interventions to be monitored for success

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	74	71	95.9	70	2374.8	6	15	30	48
Grade 4	93	87	93.5	87	2407.0	7	13	18	62
Grade 5	92	90	97.8	89	2474.4	11	30	19	39
Grade 6	96	95	99.0	95	2504.9	6	33	32	29
All Grades	355	343	96.6	341		8	23	24	44

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	6	36	59	6	46	49	4	64	31	13	41	46
Grade 4	9	34	56	8	37	55	6	67	28	6	47	47
Grade 5	15	36	49	20	37	43	10	64	26	20	62	18
Grade 6	14	45	41	18	47	35	11	72	18	13	67	20
All Grades	11	38	51	13	42	45	8	67	25	13	55	32

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	74	72	97.3	72	2414.4	8	31	28	33
Grade 4	93	91	97.8	91	2439.0	9	12	46	33
Grade 5	92	91	98.9	91	2486.0	18	19	27	36
Grade 6	96	96	100.0	95	2511.8	20	16	26	38
All Grades	355	350	98.6	349		14	19	32	35

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	21	39	40	21	51	28	11	57	32
Grade 4	13	31	56	8	44	48	11	44	45
Grade 5	25	33	42	18	37	45	14	48	37
Grade 6	27	24	48	19	39	42	19	51	31
All Grades	22	31	47	16	42	42	14	50	36

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
	#	%	#	%	#	%	#	%	#	%	#
K			4	50	1	13	3	38			8
1	6	9	16	23	26	38	13	19	8	12	69
2	5	6	20	25	32	41	12	15	10	13	79
3	5	9	19	33	22	39	7	12	4	7	57
4	2	4	12	24	29	58	2	4	5	10	50
5	3	11	7	25	13	46	4	14	1	4	28
6	4	14	13	46	8	29	3	11			28
Total	25	8	91	29	131	41	44	14	28	9	319

Conclusions based on this data:

1. To be populated as soon as the information is released by the CDE.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			11	14	28	35	19	24	21	27	79
1	6	8	16	22	26	36	14	19	10	14	72
2	5	6	20	25	32	40	13	16	11	14	81
3	5	9	19	33	22	38	7	12	5	9	58
4	2	4	12	24	29	57	2	4	6	12	51
5	3	11	7	25	13	46	4	14	1	4	28
6	4	14	13	46	8	29	3	11			28
Total	25	6	98	25	158	40	62	16	54	14	397

Conclusions based on this data:

1. To be populated as soon as the information is released by the CDE.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	348	328	319
Percent with Prior Year Data	99.7%	100.0%	100.0%
Number in Cohort	347	328	319
Number Met	166	198	179
Percent Met	47.8%	60.4%	56.1%
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	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	348	76	331	69	324	59
Number Met	68	30	70	32	81	22
Percent Met	19.5%	39.5%	21.1%	46.4%	25.0%	37.3%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	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. To be populated as soon as the information is released by the CDE.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

1. To be populated as soon as the information is released by the CDE.

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:
By June 2017, when comparing Renaissance Star Mid Year data of 2016 to 2017 in ELA Instructional Reading Level there will be an increase of 15% for English Learners and Hispanic Students who will be at or above grade level, and for Math there will be an average of 6 months growth school wide.
Data Used to Form this Goal:
Data reviewed is from the 2015-2016 school year results from Renaissance STAR for grades 2-6 in ELA, and for grades 1-6 for Math. ELA Percent at or above grade level Instructional Reading Level-- Hispanic 20% and English Learners 9% Math growth by grade level- First: 0.5, Second 0.4, Third 0.5, Fourth 0.8, Fifth 0.7, Sixth 0.7
Findings from the Analysis of this Data:
Both Hispanic and English Learners are in need of foundational reading skills. English Learners may have more difficulty with comprehension due to being unfamiliar with vocabulary and academic language. School-wide students are not as far behind in Mathematics, on average they are half a year behind, with reason being that common core is now requiring more reading and writing in mathematics.
How the School will Evaluate the Progress of this Goal:
The Curriculum Support Specialist will assist grade level teams in analyzing Benchmark results from Renaissance Star to determine the best course of action. The Reading Intervention Teachers and classroom teachers will maintain a list of students who receive reading intervention throughout the year, and will monitor progress using reports from Lexia Core 5 and Renaissance Star.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide Summer School Academy for students in first, second and third grade who need continued interventions over the summer to make progress in ELA	July - September 2016	Principal, teachers grades 1-3	Classroom teachers will refer students in grades 1-3, not at grade level in DRA assessments A pre and post DRA assessment will measure growth of learning between June to September 2016 Fountas Pinnell Guided Reading program will be used during the summer session	1000-1999: Certificated Personnel Salaries	Title I	9,000
2. Provide Reading Intervention to students in grades 1-2 identified by Renaissance Star Early Literacy and Renaissance Star Literacy assessments as needing urgent intervention in ELA	September 2016- May 2017	Curriculum Support Specialist, Classroom Teachers, Retired Teachers	Classroom teachers will refer students who are in need of Guided Reading to Retired Teachers to re-teach and re-enforce phonemic awareness, phonics and decoding skills in a rotational 8-10 week cycle A pre and post DRA assessment will measure growth of learning between September 2016 to May 2017 Fountas Pinnell Guided Reading program will be used during sessions	1000-1999: Certificated Personnel Salaries	Title I	18,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Provide Reading Intervention to students in grades 3-6 identified by Renaissance Star assessments as needing urgent intervention in ELA.	August 2016-June 2017	Reading Intervention Teacher, Classroom Teachers and Curriculum Support Specialist	Classroom teachers will refer students to the Intervention teacher who will re-teach and re-enforce foundational reading skills in a rotational 8-10 week cycle of students Pre and Post assessments may include Core Phonics Survey, DRA, John's, and REWARDS Instruction may include SIPPS, Guided Reading, REWARDS, and RIGOR	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	55,805
4. CELDT Testers will administer the annual assessment of English Learners, organize and maintain information for reclassification as needed.	By June 2017	Curriculum Support Specialist, CELDT Testers, Classroom Teachers	During November - June English Learners will be identified for initial or annual testing of listening, speaking, reading and writing skills A CELDT Tester will be assigned to assist with organizing paperwork for EL students being reclassified as Fluent	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3,800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Purchase a school-wide license to access the Lexia Core5 reading program during the regular school year and summer	By August 2016	Principal	The license for Lexia permits a support service for students in reading, while assessment reports provide guidance to teachers in lesson planning and services to students. Students will be able to access the Lexia program at home for continued support	5800: Professional/Consulting Services And Operating Expenditures	Title I	8,500
6. Purchase a school-wide license to access ST Math (Jiji) program during the regular school year and summer	By August 2016	Principal	The license for ST Math will support the learning of grade level math concepts through technology, with reports guiding teachers with ideas for lesson reteaching or reinforcement Students will be able to access ST Math at home for continued support	5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000
7. Purchase materials for the library to support curriculum and enhance instruction for student improvement	August 2016-June 2017	Principal and Library Media Assistant	Media assistant will survey students' interest and teachers' curriculum needs Media assistant will review Next Generation Science Standards for grades 4-6 and order books for the library	4000-4999: Books And Supplies	General Fund	1,000
				4000-4999: Books And Supplies	LCFF Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Support instruction of Common Core State Standards through purchase of materials	By June 2017	Principal, CSS, Teachers	Teachers in grades 4-6 will be surveyed as to instructional needs for ELA to support student learning	4000-4999: Books And Supplies	LCFF Supplemental	2,500
			Teachers in grades 4-6 will be surveyed as to instructional needs for Math to support student learning	4000-4999: Books And Supplies	LCFF Supplemental	2,500
9. The reprographics department will be utilized for mass printing of materials	By June 2017	Principal, CSS	To support instruction and parent involvement instructional materials and home/school communications will be mass produced	5000-5999: Services And Other Operating Expenditures	Title I	3,000

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:
Teachers will be provided professional development that will focus on developing skills in classroom management, forming positive student/teacher relationships, raising student engagement, as well as understanding the Common Core State Standards. Effective lessons will be planned with consideration for students' interest for optimal learning.
Data Used to Form this Goal:
District Surveys conducted in the 2015-2016 school year have provided responses to questions about school culture, student learning and safety from students, parents, and staff.
Findings from the Analysis of this Data:
Overall students felt they have adequate materials, teachers explain their lessons well enough for understanding, they enjoy working with others in class, they are proud of their school and feel their teachers and Principal respect them. A low rating came from not receiving sufficient art and music. Parents feel the school is well maintained, they feel optimistic about their child's education, are engaged in events at the school, feel that bullying is not tolerated, teachers respect their children, and there is open communication between home and school. A low rating came from their child not receiving sufficient art and music. Staff members shared they feel respected by students, communication is open to learn about events on site and in the district, feel PLC time for team collaboration and review of student data is valuable, and students would benefit from structured after school and summer academic programs. A low rating came from not feeling adequately prepared to teach the Next Generation Science Standards and feel they have no access at school to art and music for their students.
How the School will Evaluate the Progress of this Goal:
Monthly student attendance will measure an average of 97% for all grade levels, demonstrating that students enjoy coming to school and feel connected to their teacher and peers. Professional Development for teachers will be tracked for meeting the needs of being better prepared for instruction of Next Generation Science Standards, with reflections written after attendance and sharing of information at staff meetings. Grade level team agendas and data plans will track the strategies being used to address students' needs as monitored by the CSS, SEAL Coach, Reading Intervention Teacher and Administration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide a Coach to support K-3 teachers' implementation of SEAL (Sobrato Early Academic Language) strategies to improve academic language of English Learners	By June 2017	Principal, SEAL Coach	<p>The SEAL Coach will attend trainings with K-3 teachers and provide support as they design units of study</p> <p>The SEAL Coach will guide K-1 teachers in year 2 with understanding strategies from Modules 4-6, and coach how to best implement them</p> <p>The SEAL Coach will guide teachers in grades 2-3 in year 1 with understanding strategies from Modules 1-3, and coach how to best implement them</p> <p>The SEAL Coach will assist in organizing and supporting the Summer Bridge program for K-3 teachers</p>	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	31,624

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. K-3 SEAL teachers will receive support for implementation of SEAL strategies to improve the academic language of their students	By August 2016- June 2017	Principal, SEAL Coach	Release time will be provided to SEAL teachers to attend trainings, to lesson plan units of instruction, and conduct observations of their peers to assist with understanding how best to implement SEAL strategies and improve instruction	1000-1999: Certificated Personnel Salaries	LCFF Concentration	45,900
			SEAL teachers will be provided materials and supplies to support their units of instruction	4000-4999: Books And Supplies	LCFF Concentration	8,000
			Books will be purchased to support the theme units planned by SEAL teachers	4000-4999: Books And Supplies	LCFF Concentration	5,000
3. Identified GATE students will participate in after school enrichment programs	By June 2017	GATE Coordinator, Principal	GATE Coordinator will provide after school enrichment classes based on unit themes	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2,000
			Materials and Supplies will be purchased for unit themes to be taught in GATE programs	4000-4999: Books And Supplies	LCFF Supplemental	2,000
			GATE Coordinator will attend District meetings, and conduct assessments to identify GATE students grades 3-6 as part of their adjunct duty			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. STEM enrichment programs will be provided in after school services	By June 2017	STEM Teachers, Principal	Teachers will provide after school STEM enrichment classes based on unit themes	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2,000
			Materials and Supplies will be purchased for unit themes to be taught in STEM programs	4000-4999: Books And Supplies	LCFF Supplemental	3,000
5. Provide teachers opportunities to design effective instruction and develop as a Professional Learning Community	By June 2017	Principal, Grade Level Leaders	Substitutes will be provided for teachers in grades 4-6 and SDC for release days to review student data and address students' needs through their lesson planning	1000-1999: Certificated Personnel Salaries	Title I	6,751
			Conference and workshop fees will be paid for teachers to attend and learn research-based strategies that will benefit their students' learning	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3,000
6 Utilize an open purchase requisition with Office Depot to provide teachers with supplies and materials for instruction	July 2016-June 2017	Principal, Secretary	The Secretary II will keep the supply room filled with necessary school supplies	4000-4999: Books And Supplies	LCFF Supplemental	22,000
			Teachers will complete a request form when needing supplies to support their instruction			
			Paper for instruction will be ordered from District Warehouse	4000-4999: Books And Supplies	LCFF Supplemental	4,243

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7 Technology will be updated and maintained to support instruction and communication	By June 2017	Principal, Site Tech	School equipment will be updated to support instruction and communication with the community	5000-5999: Services And Other Operating Expenditures	Title I	5,500
			A Site Tech will survey concerns and address issues with Mac laptops of certificated staff	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	500
			A Site Tech will survey concerns and address issues with student computers	1000-1999: Certificated Personnel Salaries	Title I	500
8. Purchase a rental and maintenance contract with Ricoh for their copier machine	By August 2016	Principal	The Ricoh copier machine will be used to copy materials used for instruction, for copies of registration materials, and for parent communication	5000-5999: Services And Other Operating Expenditures	General Fund	11,000

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:
Parents will become engaged in school activities by responding to a survey at the start of the school year with 50% of the parents responding, informing the school of which events they wish to be a participant in (i.e grade level common core support, Los Dichos, Parent Project Jr., ESL classes, etc)
Data Used to Form this Goal:
Of the respondents to the FMSD 2015-2016 Survey on Parent Engagement 87% responded they have been involved in someway with school activities and they feel welcome to volunteer. During ELAC, Cafecitos and SSC meetings parents have expressed their opinion of wanting parent sessions set up by grade level to address how to support common core standards for reading, writing and math.
Findings from the Analysis of this Data:
Unfortunately with less than 100 parents responding to the survey out of 600 students, there still needs to be more effective parent outreach. A more strategic plan will be outlined by the Community Assistant, Parent Focus Groups and Administration to calendarize, coordinate, and advertise parent workshops throughout the school year by grade level needs.
How the School will Evaluate the Progress of this Goal:
Responses to a survey of interests and needs at the start of the school year will show 50% returned, attendance at grade level workshops will demonstrate 40% of the parents for that grade level present as noted on sign-in sheets, and the 2016-2017 school year FMSD Survey will have double the respondents from 2015-2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Employ a Community Assistant to encourage and engage parent involvement	August 2016- June 2017	Principal, Community Assistant	Community Assistant will conduct outreach services overseeing parent involvement projects, supervising parent leaders during trainings, and organizing meetings and events to increase parent participation	2000-2999: Classified Personnel Salaries	LCFF Supplemental	9,828
			Community Assistant will be the contact person for the Raising a Reader program			0
			Community Assistant will assist with organizing and training parents for the Los Dichos program and Parent Project Jr. classes			0
			Community Assistant will organize ELAC meetings			0
			Community Assistant will organize events with community partners for PTA monthly meetings			
			Community assistant will assist Principal in designing a survey of interest and needs for parent workshops			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide services for parents to engage with school events	August 2016-June 2017	Principal	Translators will be provided for parents during conferences, SST meetings, school events, etc..	2000-2999: Classified Personnel Salaries	LCFF Supplemental	800
			Daycare will provided when parents are involved in meetings or training sessions	2000-2999: Classified Personnel Salaries	LCFF Supplemental	200
			Provide food for SSC and ELAC meetings and special parent events	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	580
3) Support student learning with incentives, awards, materials to motivate all stakeholders towards setting academic goals	By June 2017	Principal, Teachers	Field trips will provide experiences to support the learning of curriculum and standards	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	8,000
			Agenda calendars will be provided to students grades 3-6 to organize dates for homework assignments	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2,000
			Supplies and materials will be purchased to support the recognition of students at Awards Assemblies, Science Fair, Student Store, etc.	4000-4999: Books And Supplies	LCFF Supplemental	2,000
4. A cell phone will be provided to the Principal to ensure communication for safety purposes	By June 2016		Principal will carry a cell phone at all times to communicate with office staff and district personnel	5900: Communications	General Fund	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Yard supervisors will be employed to secure the safety of children during lunch recesses			Yard supervisors will be trained in positive behavior support, rewarding students with Panda tickets when showing safe and responsible behavior	2000-2999: Classified Personnel Salaries	General Fund	17,000

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support to ensure monitoring and process of Re-Classification of English Learners and implementation of CELDT process.	July 1, 2016 to June 30, 2017	Director of State and Federal Programs and Assessment	Assessment and ReClassification of English Learners	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7973.01
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	12475.44
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7869.74
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	11065.02
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	797.30
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	746.81

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	51625.22
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	970.85
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	18670.26
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1867.03
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	398.65
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	10843.29
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	35050.37
Replacement of consumable core curriculum.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Reprographic Costs for Curriculum Updates	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	1195.95
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	2391.90
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5227.67

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	797.30
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	31892.03
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	7175.71
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	10125.72
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	996.63
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	3747.31
			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	7834.94

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	144415.39
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	3719.11
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	17458.86
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	376.42
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	448.09
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	2551.36
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		90.60
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	25758.15
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	17313.46
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	4296.41

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	28027.79
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	27830.66
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1793.93
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	20053.71
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	165082.86
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	63132.26

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMSD will recruit, train, and retain highly qualified staff to support teaching and learning.	July 1, 2015 to June 30, 2016	Assistant Superintendent Human Resources Assistant Superintendent Business Services Assistant Superintendent Educational Services	10% Teacher Salary to Support PLC Implementation	1000-1999: Certificated Personnel Salaries	LCFF Base	239190.20
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	7973.01
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	9111.09
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2499.35
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1288.76
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4480.86
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	6870.65
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	138.16
FMSD will provide professional development to support highly qualified staff.	July 1, 2016 to June 30, 2017	Director of Curriculum and Instruction	Professional Development Travel and Conference	5000-5999: Services And Other Operating Expenditures	Title I	1120.22
			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	9335.13

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	19932.52
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5659.06
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2987.24
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	149.36
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	74.68
			Title III 5% Salary Increase Reserve Certificated	1000-1999: Certificated Personnel Salaries	Title III	869.17
			5% Reserve for Classified Staff Increase LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1993.25
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	89581.99
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	8762.41

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	23555.53
Support Professional Learning Communities and PE program at Los Arboles	July 1, 2016-June 30, 2017	Director of State and Federal Projects and Assessment	A contract with Catholic Charities will provide enrichment activities for students during teacher planning time.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1435.14

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	10589.11
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	797.30
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1748.12
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	7175.71

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	2551.36
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5643.61
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	5979.76
			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	2471.63
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	833.47
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	376.42
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	797.30
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	3986.50

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 liasions to provide interpretation and translation services.	2000-2999: Classified Personnel Salaries	Title I	27712.11
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	1122.88
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	597.45
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	159.46

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	9789.02
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6498.72
			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	239.19

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	General Fund	17,000.00
4000-4999: Books And Supplies	General Fund	1,000.00
5000-5999: Services And Other Operating	General Fund	11,000.00
5900: Communications	General Fund	900.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	45,900.00
4000-4999: Books And Supplies	LCFF Concentration	13,000.00
5000-5999: Services And Other Operating	LCFF Concentration	8,580.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	95,729.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	10,828.00
4000-4999: Books And Supplies	LCFF Supplemental	39,243.00
5000-5999: Services And Other Operating	LCFF Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	34,251.00
5000-5999: Services And Other Operating	Title I	8,500.00
5800: Professional/Consulting Services And	Title I	12,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	55251.	0.00
LCFF Supplemental	150800.	0.00
LCFF Concentration	67480.	0.00

Funding Source	Total Expenditures
General Fund	29,900.00
LCFF Concentration	67,480.00
LCFF Supplemental	150,800.00
Title I	55,251.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	175,880.00
2000-2999: Classified Personnel Salaries	27,828.00
4000-4999: Books And Supplies	53,243.00
5000-5999: Services And Other Operating Expenditures	33,080.00
5800: Professional/Consulting Services And Operating	12,500.00
5900: Communications	900.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,105.00
Goal 2	153,018.00
Goal 3	41,308.00

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
John Desiderio				X	
Logan Dietrich				X	
Noemi Hernandez				X	
Julia Alejo				X	
Alicia Nanez					
Maria Martinez	X				
Irma Balzen		X			
Gyuhee Kim		X			
Christy Yom			X		
Numbers of members of each category:	1	2	1	4	0

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Maria Martinez

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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
Analie Desiderio				X	
Norma Oseguera				X	
Lisa Nguyen				X	
Alma DoVali				X	
Alicia Nanez				X	
Irma Balzen		X			
Cassandra Riddle		X			
Brenda Joy		X			
Christy Yom			X		
Maria Martinez	X				
Numbers of members of each category:	1	3	1	5	0

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.

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State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

* Moemi Hernandez
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

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5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 4, 2015.

Attested:

Maria Martinez

Typed Name of School Principal

Maria Martinez

Signature of School Principal

5/22/15
Date

Lisa Nguyen

Typed Name of SSC Chairperson

* *Lisa Nguyen*

Signature of SSC Chairperson

5/22/15
Date