

The Single Plan for Student Achievement

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School: Ramblewood Elementary School
CDS Code: 43-69450-0108696
District: Franklin-McKinley Elementary School District
Principal: Victoria Fernandez
Revision Date: 05/19/16

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

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

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

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School Vision and Mission

Ramblewood Elementary School's Vision and Mission Statements

Ramblewood Elementary School opened its doors for the first time on August 15th, 2005. The school is located at 1351 Lightland Road, right above Highway 101 in San Jose. It is one of 17 schools in the Franklin- McKinley School District and serves approximately 415 students.

Since its first day as a school, Ramblewood Elementary School, K-6, has provided a safe, nurturing, academic environment, where students are well-behaved and experience the highest of academic standards possible. The California Common Core State Standards are the foundation of student learning, and all students are expected to achieve at their highest potential.

Ramblewood has developed a comprehensive school plan, which provides our school with guidance and direction. The goals encompass Standards/Assessments/Expectations, Our Learning Environment, Leadership, Community, and Parent Engagement.

Each year, the Ramblewood community works together that will enhances academic instructional practices, students' academic performance, and positive school culture and climate.

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 Ramblewood Elementary School

Ramblewood will ensure that all students have the skills and knowledge to be ready to pursue a program preparing them for university and/or careers and lifelong learning. While at Ramblewood, our students will develop 21st Century Skills: Critical Thinking, Collaboration, Communication, and Creativity. Focusing on the 4-C's using Common Core Standards our students' futures will be successful. We envision our children's future where they are actively involved in the community building partnerships,

demonstrating integrity, respect, and being innovative. Our children have a bright future because of the foundational skills we provide through our outstanding educational programs.

School Profile

Ramblewood Elementary School is a California Distinguished School currently serving grades K-6. We are located in South San Jose, just a few miles from the heart of Silicon Valley. Our new school building opened its doors in the spring of 2005. Our school was built according to the small school concept providing a safe and enriching learning environment for children. Our mission is that all students will have the skills and knowledge to be ready for middle school and future occupational goals. This mission has been achieved year after year as demonstrated by the students' portfolios and district assessments. Ramblewood's focus on 21st Century Skills, engaging and rigorous lessons, and a positive learning community continues to provide the best educational program for our children.

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).

2015-2016 Community Survey Results

- 1) 96% agreed or strongly agreed my child will be ready to attend and succeed in college by the time they graduate from high school.
- 2) 96% agreed or strongly agreed my child's school fosters a culture of optimism about my child's education and future.
- 3) 99% agreed or strongly agreed school facilities are maintained and in good repair.
- 4) 99% agreed or strongly agreed students are provided access to standards-aligned instructional material.
- 5) 94% agreed or strongly agreed that my child's school provides a variety of high quality programs to help students learn English.
- 6) 97% agreed or strongly agreed to the statement, my child's school is safe.
- 7) 98% agreed or strongly agreed to the statement, teachers at my child's school expect students to do high quality 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.

Our singular focus on student achievement lends itself to evaluating classroom practices. We use a variety of protocols when visiting classrooms. Our expectation of rigorous and relevant instruction that ensures student success at all levels is evident in the data that is collected through instructional rounds.

Teachers are evaluated through formal observations on a rotating cycle every other year. The principal also conducts informal observations throughout the year. Some school-wide strengths based on observation include clear, specific learning objectives for students, rigorous lessons, positive classroom climate, equitable protocols for mandatory engagement, strong classroom management and on task behavior. Some current areas of focus include more critical thinking and problem solving project based lessons and reading comprehension achievement.

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)

At the beginning of the school year, teachers are provided with classroom, district, and state assessments. Teachers work collaboratively to analyze the results of the students progress, grade level teams design intervention plans for students needing intervention, develop lessons to continue building on students' prior knowledge, and plan enrichment opportunities for students who have mastered grade level standards.

CELDT testing is administered to all second language learners the first weeks of school. The CELDT local scoring tool is used to provide teachers with immediate feedback so they can make informed placement choices. Previous years CELDT scores are provided to teachers so they can group the students accordingly.

During the first weeks of school, teachers administer progress monitoring tests, common formative assessments and summative assessments to ensure the appropriate placement of students. Using the Cycle of Inquiry, our staff members meet each week to analyze student work to plan the best instructional practices to personalize instruction. During the year, these tests are administered every six to eight weeks and instruction and interventions are adjusted accordingly.

Ramblewood will use progress monitoring assessments such as DRA, John's Reading Inventory, on demand writing assessments, and Renaissance STAR tests to monitor student growth in reading, writing, speaking, listening, and math throughout the school year.

Two times during the school year, teachers conduct "test chats" with students and parents. The parent, student, teacher meetings result in clear communication between the home and school to ensure that every child has a clear plan to follow to attain the greatest academic success at school.

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

Grade level PLC's meet at appropriate times using team agreed upon common assessments, district assessments, and state assessments to discuss individual and grade level data. Teachers analyze data from different points of views, including individual results, standards based analysis, and peer comparison analysis. With the support of our site Curriculum Support Specialist, teachers will work in their grade level PLC's to develop instructional plans to personalize instruction to better meet the needs of our students.

Along with analysis of District Benchmark Assessments, Grade level PLC meetings will focus on curriculum-embedded assessments. These assessments will inform and modify instruction. The modifications to instruction will be documented in weekly grade level lesson plans, regrouping lists, and unit plans.

Staffing and Professional Development

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

Ramblewood's staff meets the requirements for highly qualified teachers. All of our teachers are fully certificated to teach reading, writing, math, and English Language Development.

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

100% of Ramblewood's teachers are fully credentialed with multiple years of teaching experience. During the 2015-2016 school year, teachers will receive Common Core training on SBE-adopted instructional materials in math and ELA.

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

Teachers will be trained in how to create assessments that are Common Core aligned. We will continue to focus on professional development as it applies to reading and writing across the curriculum. In addition, teachers will also receive professional development based on teacher surveys, student performance on benchmark assessments, and instructional rounds data.

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

The principal will provide professional development to improve implementation of Common Core Standards. Training will be provided for the following:

- *Writer's Workshop
- *Reader's Workshop
- *Engage NY Math
- *ELD Strategies

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

Grade level teams will meet every other Thursday. Staff meetings will be used a professional development days or as data analysis meetings. Release time will be provided for teachers to observe teachers using effective instructional practices.

Teaching and Learning

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

Teachers are using California Common Core Standards to design lessons and assessments. Teachers meet in grade level PLCs at minimum of twice per month to collaborate on best instructional practices to ensure student success.

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

Ramblewood is adhering to the APS instructional minutes recommendations.

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

District made Common Core pacing guides are available for all grade levels and subject areas. The daily schedule provides flexibility for teachers to integrate intervention opportunities for the students as determined by their assessments.

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

Ramblewood complies with the Williams Law by providing all students with adopted curriculum. Teachers use supplemental materials to meet student needs as well as a tool to assist in transition to the Common Core Standards.

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)

FMSD provides a list of SBE-adopted curriculum and a list of intervention materials that can support instruction.

Opportunity and Equal Educational Access

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

Ramblewood has a three tier system.

Tier 1 is universal and occurs in the classroom by the teacher. Teacher provides differentiated instruction, small group instruction, and intervention time using appropriate materials.

Tier 2 is targeted intervention for students who have been unable to master grade level standards. Teachers provide intervention opportunities during the school day and after school..

Tier 3 is intensive individual interventions provided by support staff, RSP, counseling services, Speech Therapist, and School Psychologist.

14. Research-based educational practices to raise student achievement

Teachers are focused on instructional practices to provide authentic learning experiences. Teachers will continue to receive staff development on student engagement which will provide numerous instructional strategies. Teachers will use Thinking Maps to help students build their conceptual understanding and process new information. Writer's Workshop will be used to teach and reinforce writing across the curriculum. Reader's Workshop and Close Reading strategies will be used in the classroom.

Parental Involvement

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

Parent organizations - School Site Council (SSC), English Advisory Committee (ELAC)

Catholic Charities - Community Partnership with Ramblewood to provide community resources as needed
CORAL for extended day programming

Translators provide add support when communicating with our families

Counseling services are provided to support our character development program

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

Parents have an opportunity to participate in school decision-making through School Site Council (SSC), Ramblewood's Parent and Teacher Organization, and English Language Advisory Committee (ELAC). Parent representatives attend District English Language Advisory Committee (DELAC) meetings to provide input at the district level.

Funding

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

After school intervention programs
Classroom materials
Technology

18. Fiscal support (EPC)

LCFF
Title-I
A-Budget
Donations
ASB

Description of Barriers and Related School Goals

Our school building is not equipped to handle the amount of electrical power new technological tools require. We have found solutions to the issue, but it could be a barrier implementing future technology. Technological tools are very effective in meeting our school goal that all students will be proficient or advance in writing, reading, listening, speaking, and math.

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	62	60	96.8	60	2421.5	18	27	28	27
Grade 4	64	63	98.4	63	2449.7	16	25	25	33
Grade 5	62	61	98.4	61	2494.4	15	31	31	23
Grade 6	64	64	100.0	64	2541.2	17	41	28	14
All Grades	252	248	98.4	248		17	31	28	24

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	20	52	28	18	57	25	12	70	18	23	50	27
Grade 4	22	44	33	16	52	32	17	62	21	19	56	25
Grade 5	15	46	39	15	61	25	11	69	20	30	56	15
Grade 6	22	52	27	30	52	19	16	75	9	27	64	9
All Grades	20	48	32	20	55	25	14	69	17	25	56	19

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	62	60	96.8	60	2443.9	17	38	30	15
Grade 4	64	64	100.0	64	2506.0	30	31	31	8
Grade 5	62	61	98.4	61	2505.4	18	20	39	23
Grade 6	64	64	100.0	64	2581.5	39	22	27	13
All Grades	252	249	98.8	249		26	28	32	14

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	30	50	20	25	53	22	25	57	18
Grade 4	52	30	19	38	44	19	36	41	23
Grade 5	23	39	38	20	56	25	16	52	31
Grade 6	47	34	19	38	44	19	33	53	14
All Grades	38	38	24	30	49	21	28	51	22

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			***** *	***			***** *	***			*****
1	2	6	11	34	15	47	3	9	1	3	32
2	3	9	14	42	9	27	5	15	2	6	33
3	10	32	8	26	11	35	1	3	1	3	31
4			7	39	9	50	2	11			18
5	1	7	9	64	2	14	2	14			14
6	1	8	3	25	7	58			1	8	12
Total	17	12	54	38	53	37	14	10	5	3	143

Conclusions based on this data:

1. EL students moved at least one bandwidth or more on the CELDT each school year.
2. We met our AMOA I and AMOA II targets for the 2014-2015 school year.
3. Data to be uploaded by DTS as soon as it is available

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			6	17	10	28	11	31	9	25	36
1	3	8	11	31	17	47	3	8	2	6	36
2	3	9	14	41	9	26	5	15	3	9	34
3	10	30	8	24	12	36	1	3	2	6	33
4			7	37	9	47	2	11	1	5	19
5	2	13	9	56	2	13	2	13	1	6	16
6	1	7	3	20	7	47			4	27	15
Total	19	10	58	31	66	35	24	13	22	12	189

Conclusions based on this data:

1. Data to be uploaded by DTS as soon as it is available

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	180	135	143
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	180	135	143
Number Met	127	94	103
Percent Met	70.6%	69.6%	72.0%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	177	34	147	28	160	20
Number Met	75	17	37	--	57	--
Percent Met	42.4%	50.0%	25.2%	--	35.6%	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	--	Yes	--

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. We did not meet our adequate yearly progress for our English Learner subgroup.
2. We will need to focus on effective ELD strategies to improve our EL students' progress in reading, writing, listening, and speaking. Examples of instructional practices that are implemented are GLAD strategies, use of Thinking Maps, use of Writer's Workshop, writing across the curriculum, Reader's Workshop, and use of computer programs such as Pearson Success.net.

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 after the release of the CELDT scores by CDE in October 2013.

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:
In math and reading every student will grow at least a month for every month they are in school. At least 80% of students will score proficient or advanced on RenaissanceStar benchmarks in Reading and Math.
Data Used to Form this Goal:
Renaissance STAR Math and Reading tests Curriculum embedded assessments Teacher created assessments and observations
Findings from the Analysis of this Data:
According to the 2015-2016 Renaissance STAR Reading results, the school wide average growth was 7 months over a 7 month period, meeting our school wide reading goal. According to the 2015-2016 Renaissance STAR Reading results, the number of Hispanic students reading at or above grade level more than doubled from 13.5% to 37.8%. According to the 2015-2016 Renaissance STAR Math results, students averaged 7 months growth over a 6 month period, exceeding our school wide math goal.
How the School will Evaluate the Progress of this Goal:
Progress monitoring is on-going through the Cycle of Inquiry. Student performance data is collected and analyzed at least twice a month within the grade level PLCs. Three times a year, reading, and math school wide reports are generated from Renaissance STAR, Accelerated Reader, and grade level Common Formative Assessments. The school wide data is reviewed and student progress is monitored towards meeting the goals set for reading, writing, and math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use expository text to teach reading comprehension.	Weekly	Teachers	Expository Text for reading groups-Newsela	4000-4999: Books And Supplies	LCFF Supplemental	4,300.00
			Accelerated Reader	4000-4999: Books And Supplies	LCFF Supplemental	2,600.00
Tier 2 and Tier 3 Intervention	2 -3 times a week	Teachers and Principal	Intensive instruction in math and ELA for students not making monthly math, reading, or writing goal	2000-2999: Classified Personnel Salaries	LCFF Supplemental	1015.00
			Online licenses	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	1,380.00
			classified benefits	3000-3999: Employee Benefits	LCFF Supplemental	300
SST Meetings	once a month	SST Coordinator	Schedule monthly SST meetings based on data from PLCs	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	500.00
				1000-1999: Certificated Personnel Salaries	LCFF Concentration	1,000.00
				3000-3999: Employee Benefits	LCFF Concentration	160.00
Technological Equipment	Aug. - June	Teachers and Principal	Computer Equipment	4000-4999: Books And Supplies	LCFF Concentration	1,000.00
						LCFF Supplemental
Classroom materials and supplies	Aug. - June	Teachers	Books, copies, art supplies, math supplies, supplemental materials, writing materials	4000-4999: Books And Supplies	LCFF Supplemental	15,000.00
				4000-4999: Books And Supplies	LCFF Concentration	5,000.00
				4000-4999: Books And Supplies	Title I	2,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MDTP and CASHEE Assessments	April - June	Teachers	Administer and scoring of the assessment	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	750.00
CELDT testing	August - June	Teacher	Administer and score CELDT tests	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	750.00
				3000-3999: Employee Benefits	LCFF Supplemental	120.00

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:
95% or more of our students and parents will report that they feel safe at school as indicated on the FMSD school climate survey.
Data Used to Form this Goal:
2015-2016 FMSD School Climate Survey Results 1) 99% agreed or strongly agreed with our school's facilities are maintained and in good repair. 2) 95% agreed or strongly agreed my child enjoys going to school. 3) 95% agreed or strongly agreed they are satisfied with the communication between home and school. 4) 94% agreed or strongly agreed that my child's school provides a variety of high quality programs to help students learn English. 5) 98% agreed or strongly agreed to the statement, teachers at my child's school expect students to do high quality work. 6) 97% agreed or strongly agreed to the statement, satisfied with the safety at your child's school during school hours.
Findings from the Analysis of this Data:
Our goal in 2014-2015 was that 85% or more of our students will report that they feel safe at school. We far exceeded that goal by attaining 97% satisfaction rating to the statement: "Indicate your level of satisfaction with the statement: The safety at your child's school during school hours."
How the School will Evaluate the Progress of this Goal:
2015-2016 FMSD School Climate Survey Parent Comments Great School Ratings and Comments Infinite Campus Behavioral Data Number of students referred to the office with behavioral citations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Character Education and organized PE activities during recess	Daily	Recess staff and teachers	Purchase recess and PE equipment along with Character Ed materials	4000-4999: Books And Supplies	LCFF Concentration	3,500.00
Common Core an best practice Implementation	Aug. - June	CSS and Teachers	Professional Learning Communities (PLC) time to collaborate	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	15,000.00
			Professional Learning Communities Release Time for Instructional Rounds	3000-3999: Employee Benefits	LCFF Supplemental	2,600.00
			Professional Learning Communities Release Time for Instructional Rounds	1000-1999: Certificated Personnel Salaries	LCFF Concentration	3,000.00
				3000-3999: Employee Benefits	LCFF Concentration	480.00
Parent Engagement	Aug. - June	Principal	Food for Meetings	4000-4999: Books And Supplies	Title I	294.00
Maintain Facilities	Aug - June	Classified staff	Provide a sub for classified	2000-2999: Classified Personnel Salaries	LCFF Concentration	1,000.00
				2000-2999: Classified Personnel Salaries	LCFF Supplemental	3,000.00
				3000-3999: Employee Benefits	LCFF Concentration	230.00
				3000-3999: Employee Benefits	LCFF Supplemental	690.00
Copier Lease	Aug - June	Principal	Lease for school copiers	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	15,000.00

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:
Staff, students, parents/guardians, and community members will express satisfaction with the learning environment, climate, and school facilities.
Data Used to Form this Goal:
To analyze how well we are engaging the school community we used sign-in sheets from community engagement events, number of volunteers at our school site, and satisfaction surveys at our school events to gauge the level of parent and student engagement at school events.
Findings from the Analysis of this Data:
2015-2016 Community Survey Results 1) 99% agreed or strongly agreed with our school's facilities are maintained and in good repair. 2) 95% agreed or strongly agreed my child enjoys going to school. 3) 95% agreed or strongly agreed they are satisfied with the communication between home and school. 4) 94% agreed or strongly agreed that my child's school provides a variety of high quality programs to help students learn English. 5) 98% agreed or strongly agreed to the statement, teachers at my child's school expect students to do high quality work. 6) 96% agreed or strongly agreed to the statement, I believe my student will be ready to attend and succeed in college by the time they graduate from high school.
How the School will Evaluate the Progress of this Goal:
We will evaluate our progress in engaging our parents and students in the school community by increasing the number of participants by 10% at community events such as Back-to-School Night and family nights.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Advertising Community Events	Aug. - June	Teachers and Principal	Flyers Phone calls home Monthly Calendar/Newsletter Website	5900: Communications	LCFF Concentration	500.00
Parent Classes	Aug. - June	CSS, Teachers, and Principal	Parent Classes focused on Common Core Standards and teaching practices and instruct parents on how to help their children at home	5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	840.00
Increase supervision during recess	Aug. - June	recess duty	Hire noon duty to increase supervision	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 3000-3999: Employee Benefits	Title I LCFF Concentration Title I LCFF Concentration	894.00 1,000.00 206.00 230.00
Provide opportunities for off campus education	Aug - June	Teacher	help provide transportation for students to attend field trips	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I LCFF Supplemental	2,000.00 3,000.00

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	4873.78
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	7626.05
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4810.65
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	6763.88
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	487.38
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	456.51

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	31557.74
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	593.47
			Supplemental Leveled Readers for At Risk Students	4000-4999: Books And Supplies	Title I Part A: Allocation	11412.85
			English Learner Newcomer Supplemental Curriculum	5000-5999: Services And Other Operating Expenditures	Title III	1141.29
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	243.69
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	6628.34
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	21425.78
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	731.07
Technology consultant will work with FMUSD 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	1462.13
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3195.60

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	487.38
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	19495.13
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	4386.40
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	6189.70
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	609.22
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	2290.68
			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	4789.38

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	88279.00
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	971.10
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	10672.34
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	230.10
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	273.91
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	1559.61
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		243.69
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	15745.58
			Educational Services Secretaries to Support Student Achievement	2000-2999: Classified Personnel Salaries	LCFF Supplemental	10583.47
			Secretary State and Federal Projects and Assessments	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2626.33

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	17132.97
			Library Media Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental	17012.47
			Stipend to Support Technology for School Sites	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1096.60
			Computer Technicians to Support Instructional Technology (2)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	12258.54
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	100912.72
			Para Educators to Support All Day Kindergarten Implementation Year Three	2000-2999: Classified Personnel Salaries	LCFF Supplemental	38591.82

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	146213.45
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4873.78
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	5569.47
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1527.82
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	787.80
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2739.08
			Beginning Teacher Support Program (BTSA) Contract with San Mateo COE	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4199.93
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	84.46
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	684.77
			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	5706.43

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	12184.45
			5% Reserve for Salary Increase Classified LCFF	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3459.30
			5% Reserve for Salary Classified Title I	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1826.06
			5% Salary Reserve Title II Certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	91.30
			5% Salary Reserve Title II Classified	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	45.65
			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	1218.45
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	19495.13
			Increase maintenance upkeep services through employment of Maintenance Supervisor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	5356.33

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	14399.15
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	877.28

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 Assessment	Child Welfare and Attendance Office Coordinator	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6472.97
			Materials and Supplies for Child Welfare and Attendance Office	4000-4999: Books And Supplies	LCFF Supplemental	487.38
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	1068.60
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	4386.40

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	1559.61
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	3449.86
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	3655.34
			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	1510.87
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	509.24
			Provide support and materials for Middle School Showcase	4000-4999: Books And Supplies	Title I	230.10
			Provide support for parent and community engagement at the Middle School Showcase. (LCFF)	4000-4999: Books And Supplies	LCFF Supplemental	487.38
			Provide postage for Parent and Community Engagement mailings.	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	2436.89

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	16940.01
			Provide equipment updates for staff members funded through Title I.	4000-4999: Books And Supplies	Title I	686.40
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	2000-2999: Classified Personnel Salaries	Title I	365.21
			Provide interpretation for parent meeting to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	97.48

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support a positive school climate to increase student engagement and parent satisfaction with schools.	July 1, 2016-June 30, 2017	Assistant Superintendent of Educational Services	Provide Assistant Principal at selected sites to support a safe and orderly school environment and student and parent engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5983.88
			Support .35 salary for 2 counselors to support school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3972.57
			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	146.21

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF Concentration	4,000.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	2,000.00
3000-3999: Employee Benefits	LCFF Concentration	1,100.00
4000-4999: Books And Supplies	LCFF Concentration	9,500.00
5000-5999: Services And Other Operating	LCFF Concentration	1,380.00
5800: Professional/Consulting Services And	LCFF Concentration	840.00
5900: Communications	LCFF Concentration	500.00
	LCFF Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	17,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	4,015.00
3000-3999: Employee Benefits	LCFF Supplemental	3,710.00
4000-4999: Books And Supplies	LCFF Supplemental	21,900.00
5000-5999: Services And Other Operating	LCFF Supplemental	18,000.00
2000-2999: Classified Personnel Salaries	Title I	894.00
3000-3999: Employee Benefits	Title I	206.00
4000-4999: Books And Supplies	Title I	2,794.00
5000-5999: Services And Other Operating	Title I	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	5894.	0.00
LCFF Supplemental	66625.00	0.00
LCFF Concentration	19320.	0.00

Funding Source	Total Expenditures
LCFF Concentration	19,320.00
LCFF Supplemental	66,625.00
Title I	5,894.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,000.00
1000-1999: Certificated Personnel Salaries	21,000.00
2000-2999: Classified Personnel Salaries	6,909.00
3000-3999: Employee Benefits	5,016.00
4000-4999: Books And Supplies	34,194.00
5000-5999: Services And Other Operating Expenditures	21,380.00
5800: Professional/Consulting Services And Operating	840.00
5900: Communications	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,375.00
Goal 2	44,794.00
Goal 3	8,670.00

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
Victoria Fernandez	X				
Melissa Balamurugan		X			
Paul Ruffner		X			
Carmen Montano		X			
Margie Galindo			X		
Breanna Vargas				X	
Angelina Arreola				X	
Numbers of members of each category:	1	3	1	5	N/A

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

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5/12/2016.

Attested:

Victoria Fernandez

Typed Name of School Principal

Signature of School Principal

Date

Carmen Montano

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

SSC Sign-In

5/12/16

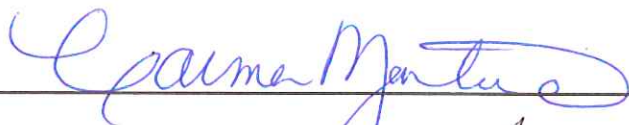
1. Margie K. Balundo

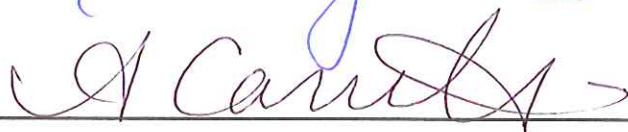
2. Melissa Balamurugan

3. Paul Ruff

4. Beannig Vargas

5. 

6. 

7. 

8.

9.

10.

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

X 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):

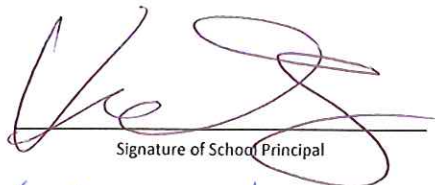
Signature

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 4/29/2015.

Attested:

Victoria Fernandez

Typed Name of School Principal


Signature of School Principal

5/12/16
Date

Carmen Montano

Typed Name of SSC Chairperson


Signature of SSC Chairperson

5/12/2016
Date