

# The Single Plan for Student Achievement



**School:** Shirakawa School  
**CDS Code:** 43-69450-6115943  
**District:** Franklin-McKinley Elementary School District  
**Principal:** Kyle Griffith  
**Revision Date:** May 1, 2017

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

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

**Contact Person:** Kyle Griffith  
**Position:** Principal  
**Phone Number:** (408) 938-3200  
**Address:** 665 Wool Creek Drive  
San Jose CA, 95112  
**E-mail Address:** [kyle.griffith@fmsd.org](mailto:kyle.griffith@fmsd.org)

**The District Governing Board approved this revision of the SPSA on May 23, 2017.**

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## School Vision and Mission

### Shirakawa School's Vision and Mission Statements

#### Vision

We, the George Shirakawa School community, are a diverse group of caring, energetic, and motivated individuals. We are here to provide a safe environment, support each other and foster a love of learning through our ABC's: Academic excellence for ALL students, Building culture and community, and Collaboration.

#### Motto

"It starts with ME!"

#### Shirakawa's ABC's of Successful Learning

##### Academic Excellence

- Ensuring academic success for ALL students through data analysis
- Providing small group intervention for struggling readers across all grade levels
- Computer-based programs targeted to specific needs of students
- Enrichment activities embedded in daily classroom instruction for GATE students

##### Building Culture and Community

- Parent Project, Jr. Workshops
- Award Recognition Assemblies every trimester
- Anti-bullying campaign through assemblies, read-alouds, and wristbands
- Family events (Back-to-School, Fall Festival, Game Night, Literacy Workshop, Science Night, Academic Success Night, Open House)
- Parents volunteer in classrooms to assist teachers
- Promotion of positive behavior with acknowledgement and reward system
- School-wide expectations using our mascot, the Shirakawa SHARK's acronym. Students are expected to be:

##### Safe

##### Helpful

##### A Problem Solver

##### Respectful and responsible

##### Knowledgeable

##### Collaboration

- Teachers working in Professional Learning Communities, within and across grade levels, using student data to determine the most successful strategies
- Teachers and parents working together towards the success of students
- Structured classroom environment to promote collaboration among students

### Positive Learning Environment:

For the eighth year, Shirakawa participated in the ASES-funded CORAL after school program. More than 84 students were enrolled daily to receive intervention support in reading, writing, and math, as well as homework support. There were also opportunities for students to participate in enrichment activities, such as sports, dance, music, and art.

### Parental Involvement:

Shirakawa welcomes and encourages parents to become active partners in their child's Envisioned Future of Franklin-McKinley School District and George M. Shirakawa Sr. School education. Parents participate in Parent Teacher Conferences, Individual Education Plan (IEP) meetings, and Student Study Team (SST) meetings. There are also opportunities to participate in English Learners Advisory Council (ELAC), and School Site Council (SSC) as well as their counterpart at the District level Language Advisory Committee (DELAC). Parent volunteers participate in classroom activities, as well as assist with field trip opportunities. Parents are also encouraged to participate in school activities through two Small Learning Communities, STEAM and TRIBE. These Small Learning Communities focus on Community Service and Character Development as well as a rich collaborative learning environment.

## 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 Shirakawa 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

Shirakawa is located across from the District offices, in the central part of the Franklin-McKinley School District. We serve a student population that is approximately 45% Hispanic, 42% Asian, 6% White and 7% other races. Approximately 76% of the students participate in the free/reduced lunch program. Under the Local Control Funding Formula, Shirakawa's student population is comprised of 29% English Learners. The 'unduplicated count' for the purposes of LCFF funding is 79%.

## 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).

In the fall of 2016, a survey was administered to parents, students and staff regarding their satisfaction with school safety, communication, and academics to name a few areas of questioning. Parents were satisfied or very satisfied with a rate between 83 and 96% in the following areas:

- School facilities are maintained
- students are provided access to standards-aligned instructional material
- my child participates in a high-quality educational program
- I am satisfied with the social and emotional supports
- I am satisfied with programs to help struggling students.
- high quality programs to help students learn English
- FMSD offers intervention programs to meet the achievement needs of my child.

Area of concern for parents with a rate less than 70% are:

- lack of art and music classes at school

The majority of teachers that responded to the survey were satisfied with each in the following category:

### Conditions of Learning

#### Strengths:

- \* Respected by administrators and colleagues and supported to meet the goals of my position
- \* Facilities are safe and well-maintained
- \* FMSD is a safe and nurturing place to work

#### Areas of Need:

- Maintenance needs are completed promptly
- I have the resources necessary to do my job/ access to high-quality, standards-based instructional materials
- Disciplinary actions are fair and consistent
- Parents are welcomed at our school
- Teachers have sufficient time to look at student data and collaborate regarding instruction
- Adequate social-emotional services are available to meet the needs of children

Engagement:

Strengths:

- \* Students enjoy attending Shirakawa and feel safe
- \* Parents are welcome and have avenues of involvement
- \* Adequate student recognition assemblies

Outcomes

Strengths:

- \* Value collaboration and use of data to inform instruction

Student Achievement:

Strengths:

- \* Progress monitoring supports the work of PLCs
- \* Implementation of differentiation of instruction
- \* Received high quality reading strategies to include in daily instruction
- \* Intervention programs embedded within the school day in the subject area of English Language Arts

Areas of Need:

- \* Lacking adequate services to support the social-emotional needs of students (e.g. through counseling, art and music program, P.E. etc)
- \* Intervention programs embedded within the school day in the subject area of math
- \* Support in curriculum knowledge in Writing and New Generation of Science Standards

### **Classroom Observations**

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

Currently the principal and assistant principal visit classrooms at a minimum of once a week with visitation times ranging from 5-35 minutes per classroom. The school administration has articulated a focus on engagement, goal setting, learning targets, student movement, differentiated instruction, and evidence of grade level collaboration.

Teachers are provided with feedback on a formal and informal basis, and concerns are addressed individually with the teachers. Classroom observations are also used to authenticate staff development experiences for the teachers. The school administration has articulated their professional development around rigor, relevance, and student engagement as well as Professional Learning Communities (PLCs). From there, we worked collaboratively to develop expectations for all teachers at Shirakawa school. This process will be used as we grow our instructional program.

### **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 CAASPP and district STAR results for the previous school year. Teachers work collaboratively to analyze the results of the students in both assessments. Based on this analysis, students are placed in intervention groups during the day which help them to meet their individual needs. Teachers also give the Entry Level Assessments to new students that include English Language Arts and Math according to the District Assessment Matrix. These assessments are also administered to any other student whose placement or needs are not clear to the team.

CELDT testing is administered to all new Transitional Kindergartners, Kindergartners, and First graders before school starts in order to eliminate interruptions during instructional time. The Local Scoring tool is used to provide teachers with immediate feedback so they can make informed placement choices. Parents of students new to the school system or new to the state or country are provided with a copy of these results. Previous years CELDT scores are provided to teachers so they can group the students accordingly.

During the first six weeks of school, teachers administer progress monitoring tests, common formative assessments and summative assessments to ensure the appropriate placement of students. During the year, these tests will be administered each eight weeks of instruction and interventions will be adjusted accordingly.

District Checkpoints are administered at least twice a year. In addition to those checkpoints, Shirakawa School will use progress monitoring tests in order to provide teachers and students with enough practice in a new test format. This will also provide teachers with more data to conduct and review instruction.

During the year, teachers conduct Test Chats with students to ensure that students understand their district STAR tests results and create achievable goals. This year, the staff at Shirakawa school will also use CELDT test chats with students to improve the students' awareness of their English Proficiency as well as set steps that ultimately will make the student become proficient in the English language and therefore, reclassified.

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

Grade level PLCs meet at appropriate times following District Checkpoints to discuss individual and grade level data. Teachers are expected to pull their own data using the Illuminate program. Teachers analyze data from different point of views, including individual results, standard based analysis, and peer comparison analysis. Teachers are required to meet with the principal and assistant principal to discuss their data results and focus goals that are data driven. From there teachers work in their grade level PLCs to develop instructional plans that directly meet the need of the students.

Grade level teams consistently monitor their students assessments results and adjust their instruction and planning to help their students to succeed.

Staffing and Professional Development

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

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

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

Shirakawa staff has participated in District training for Common Core with an emphasis in Close Reading strategies. Staff will continue with professional development with an outside consultant to become proficient in the instruction of Common Core State Standard with an emphasis in continuance of Close Reading and Writer's Workshop.

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

During the 2016-17 school year, data gathered through the ROCI process revealed that a focus on Writing and understanding of the new ELD framework are needed. Therefore, the professional development for 2017-18, will be centered around understanding the new ELD framework and its inclusion within CCSS and Writer's Workshop through rigor, relevance and student engagement.

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

The Principal and the Assistant Principal will provide professional development on rigor, relevance, and student engagement.

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 as professional development days or as data analysis meetings. Released time will be provided for teachers to observe other staff members. Teachers in PLCs will meet collaboratively to work on instruction and interventions as well as organizing community based activities.



## Teaching and Learning

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

Teachers are using the new Common Core pacing guides provided by the district, along with the Assessment Matrix in all subject areas, which are aligned to the Common Core California State Standards. Teachers are working on aligning their textbooks, curriculum, and pacing guides in order to meet all new Common Core Standards requirements as well as the needs of the students. Teachers meet in grade level PLCs at the 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)

Shirakawa school is adhering to the Instructional Minutes matrix.

### 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 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)

Shirakawa School complies with the Williams Law by providing all students with the adopted curriculum. Teachers use supplemental materials to meet all students needs as well as a tool to assist in transitioning to the Common Core Standards. This includes providing the materials to bridging the achievement gap as well as motivating all students to engage in higher order thinking.

### 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. Shirakawa School has all materials needed for each subject area: ELA Reading Street, Math Envision, Social Studies, and Science. Teachers are provided with Common Core instructional and testing practice materials and samples.

## Opportunity and Equal Educational Access

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

Shirakawa School has a three tier system.

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

Tier II is targeted intervention for students who have been unable to master grade level standards. Teachers provide intervention opportunities after school, one on one interventions with instructional aides, facilitating peer to peer instruction. Teachers and staff also provide resources for parents to help.

Tier III is intensive individual interventions provided by support staff, RSP, counseling services, Speech therapist...

#### 14. Research-based educational practices to raise student achievement

Teachers are focused on instructional practices to provide authentic learning experiences. In an effort to re-designate our long term English Learners to English proficient, Shirakawa School provides the English 3D program during their ELD time for 7th and 8th graders. TK-6th grade teachers use GLAD strategies, sentence frames and differentiation of instruction as well as language objective to help English Learner to become proficient. Teachers will receive staff development on Close Reading and Writer's Workshop Teachers will continue to use Thinking Maps to help build their conceptual understanding and process new information. Teacher are encouraged to use the essential instructional elements which require them to incorporate Direct Explicit Instruction into their daily practices.

#### 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,  
CORAL for extended day homework  
Outreach programs  
School Psychologist,  
Behavior and intervention Therapists  
School Linked Services Community Liasion  
Interpreters  
Newcomers program- Imagine Learning for K-6th  
Accelerated Reader  
Lexia  
Reading Plus

#### 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) and English Language Advisory Committee (ELAC). Parent representatives attend District English Language Advisory Committee (DELAC) meetings. Parents will continue to participate in the Parent Project Junior Series.

#### Funding

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

CELDT testing  
Accelerated Reader  
Interpreters for IEPs  
Released Days for teacher planning and observation  
Technology- Imagine Learning,  
Instructional aides  
Lexia  
Reading Plus  
In school Interventions (pull outs)

## 18. Fiscal support (EPC)

Title I  
A-Budget  
Title III  
LCFF

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

Shirakawa School has 825 students. 42% percent are Asian, 45% are Hispanic/Latino, 6% White, and 7% are students from other backgrounds. 76% of our students receive free or reduced lunch, and 29% are English Learners. Shirakawa staff is comprised of 35 teachers, 4 certificated support staff, and 2 front office staff.

#### Barriers:

- \* The volume of our students population, 825 students, compared to staffing
- \* Shortage in office staffing as well as support personnel
- \* Supervision staffing for safety issues
- \* Not enough access to after school or intervention programs - 6th-8th
- \* Attendance: students arrive late
- \* PEBS program- new staff/support
- \* Volume of RSP students- 1.4 RSP teachers to serve a school of 825.
- \* Lack of counselors
- \* Lack of parent involvement, especially among parents of struggling students

#### Related goals:

- \* Provided money for intervention teachers to address individual student needs during the school day
- \* Added a recess time sports program
- \* Additional mobile technology carts
- \* Provide training for new staff for PEBS Program and additional resources
- \* Provide more opportunities for Catholic Charities to provide counseling and additional services

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	118	87	110	85	110	85	93.2	97.7
Grade 4	102	122	100	119	100	119	98.0	97.5
Grade 5	119	97	117	94	117	93	98.3	96.9
Grade 6	102	124	100	120	99	120	98.0	96.8
Grade 7	98	101	97	97	97	97	99.0	96
Grade 8	89	98	85	97	85	97	95.5	99
All Grades	628	629	609	612	608	611	97.0	97.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2410.7	2458.9	19	38	18	26	33	19	30	18
Grade 4	2480.1	2476.4	32	30	20	24	24	13	24	33
Grade 5	2521.6	2506.2	30	19	28	32	18	25	24	24
Grade 6	2546.2	2552.6	26	24	33	39	23	21	17	16
Grade 7	2564.7	2574.5	16	27	45	33	21	23	18	18
Grade 8	2539.7	2604.6	8	24	34	45	24	19	34	12
All Grades	N/A	N/A	22	27	29	33	24	19	24	20

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	32	45	46	36	22
Grade 4	29	28	44	39	27	33
Grade 5	30	19	42	49	28	31
Grade 6	20	20	46	59	33	21
Grade 7	24	30	55	47	22	23
Grade 8	18	35	46	53	36	12
All Grades	24	27	46	49	30	24

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	46	45	32	35	22
Grade 4	33	34	42	41	25	25
Grade 5	33	30	42	45	25	25
Grade 6	36	33	44	49	19	18
Grade 7	30	46	49	36	21	18
Grade 8	16	44	51	42	33	13
All Grades	28	38	45	41	26	20

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	24	69	69	16	7
Grade 4	25	21	64	64	11	15
Grade 5	24	15	56	62	20	23
Grade 6	20	23	64	68	16	9
Grade 7	19	23	72	60	9	18
Grade 8	11	24	62	65	27	11
All Grades	19	21	64	65	16	14

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	48	53	35	31	16
Grade 4	17	29	43	48	20	24
Grade 5	45	38	41	52	14	11
Grade 6	33	40	55	51	12	9
Grade 7	24	37	61	43	15	20
Grade 8	22	46	49	39	28	14
All Grades	27	39	50	45	20	16

**Conclusions based on this data:**

1. Fifth grade math scores were low.
2. Math scores were higher than the state average, yet we need to see continual growth.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	118	87	114	85	113	82	96.6	97.7
Grade 4	102	122	100	121	100	114	98.0	99.2
Grade 5	119	97	119	94	119	92	100.0	96.9
Grade 6	102	124	101	122	101	121	99.0	98.4
Grade 7	98	101	97	98	97	98	99.0	97
Grade 8	89	98	86	97	86	97	96.6	99
All Grades	628	629	617	617	616	604	98.2	98.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2434.3	2470.7	20	29	30	39	29	22	20	10
Grade 4	2478.7	2475.0	22	18	26	29	33	28	19	25
Grade 5	2498.2	2478.3	24	16	13	16	26	24	36	43
Grade 6	2530.0	2546.0	24	25	26	21	21	34	30	20
Grade 7	2581.4	2567.5	31	31	34	23	16	24	19	21
Grade 8	2544.8	2626.9	17	48	20	26	23	9	40	16
All Grades	N/A	N/A	23	28	25	25	25	24	27	23

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	44	44	39	27	17
Grade 4	32	25	36	38	32	37
Grade 5	28	18	24	24	48	58
Grade 6	31	32	33	34	37	34
Grade 7	48	41	29	32	23	28
Grade 8	23	61	34	21	43	19
All Grades	32	36	33	31	35	32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	35	51	51	26	13
Grade 4	24	25	53	49	23	26
Grade 5	24	12	37	41	39	47
Grade 6	22	26	50	43	29	31
Grade 7	36	34	51	45	13	21
Grade 8	19	42	48	35	34	23
All Grades	25	29	48	44	27	27

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	46	46	46	23	7
Grade 4	26	28	45	45	29	27
Grade 5	28	12	38	51	34	37
Grade 6	22	26	51	55	27	19
Grade 7	36	32	52	49	12	19
Grade 8	20	46	44	43	36	10
All Grades	27	31	46	48	27	20

**Conclusions based on this data:**

1. Fifth grade math scores were low.
2. Overall, math scores were higher than state averages, yet there is still growth that needs to happen.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>K</b>					11	18	***	56	27		22	36		11	18
<b>1</b>	6	9	12	14	30	33	53	48	37	20	11	14	6	2	5
<b>2</b>	3	13	7	44	44	23	33	36	53	16	8	12	4		5
<b>3</b>		4		23	22	20	60	50	52	8	15	16	10	9	12
<b>4</b>		3	8	31	40	43	48	43	30	14	11	13	7	3	8
<b>5</b>		3	21	30	48	46	57	34	21	13	10	4		3	7
<b>6</b>	10		13	19	43	43	38	43	26	24	10	9	10	5	9
<b>7</b>	4	5	17	56	52	56	20	29	17	16	10	11	4	5	
<b>8</b>		16	20	25	63	40	42	16	35		5		33		5
<b>Total</b>	3	6	11	31	38	35	44	40	35	15	11	12	7	4	7

#### Conclusions based on this data:

1. The main concern is for the 4th-8th grade students who scored Intermediate and below. (Long Term ELs)



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>K</b>					2	8	19	25	16	30	32	39	52	42	36
<b>1</b>	6	8	13	14	30	30	52	42	36	20	14	13	8	6	9
<b>2</b>	4	12	6	41	41	21	32	34	50	14	7	10	9	5	13
<b>3</b>		6		21	19	25	60	43	46	7	13	18	12	19	11
<b>4</b>	2	3	9	30	39	40	46	44	28	13	11	11	9	3	13
<b>5</b>		6	21	29	42	45	54	33	21	13	9	3	4	9	10
<b>6</b>	10		14	19	39	39	38	43	21	24	9	14	10	9	11
<b>7</b>	8	5	20	54	50	50	19	27	15	15	9	15	4	9	
<b>8</b>		15	20	25	60	40	42	15	35		10		33		5
<b>Total</b>	3	6	9	25	31	30	39	35	30	17	14	16	17	14	15

#### Conclusions based on this data:

1. The main concern is for the 4th-8th grade students who scored Intermediate and below. (Long Term ELs)

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	284	263	251
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	284	263	251
Number Met	164	176	166
Percent Met	57.7%	66.9%	66.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	291	63	246	78	230	78
Number Met	64	25	74	41	66	46
Percent Met	22.0%	39.7%	30.1%	52.6%	28.7%	59.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	Yes
<b>Mathematics</b>			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	Yes

#### Conclusions based on this data:

1. California Department of Education is in the process of revising the accountability system for progress monitoring.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	3910	3589	3,447
Percent with Prior Year Data	100.0	99.9	99.8
Number in Cohort	3910	3584	3,440
Number Met	2234	2099	2,055
Percent Met	57.1	58.6	59.7
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	3535	1220	3338	1048	3,063	1,085
Number Met	783	480	791	461	687	505
Percent Met	22.1	39.3	23.7	44.0	22.4	46.5
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	Yes
Met Percent Proficient or Above	No	N/A	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	99	Yes
Met Percent Proficient or Above	No	N/A	Yes
<b>Met Target for AMAO 3</b>	No		N/A

### Conclusions based on this data:

1. California Department of Education is in the process of revising the accountability system for progress monitoring.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Pupil Outcomes</b>
<b>LEA GOAL:</b>
Ensure that all students meet grade level standards in literacy and mathematics
<b>SCHOOL GOAL #1:</b>
Based upon spring 2018 CAASPP and STAR Renaissance data we will raise the overall percentage of students who meet or exceed performance goals in language arts and math by 5%. Shirakawa School will increase the 2017 reclassification rate of English Learners by 5%, as compared to 2016 results. Shirakawa English Learners will score at a Proficient or Advanced level as measured by the California English Language Development Test (CELDT) within three to four years.
<b>Data Used to Form this Goal:</b>
CAASPP and California English Language Development Test (CELDT), AMAO 1, AMAO 2, and AMAO 3 and other local assessment data.
<b>Findings from the Analysis of this Data:</b>
Shirakawa has met its school-wide targets according to the 2015-2016 Accountability Progress Report (APR). There is still an achievement gap between Hispanic and Asian students. This gap has been closing each year at Shirakawa School for the last three years. Our English Learners met their target. Shirakawa School met its AMAO 1, AMAO 2, and AMAO 3 targets for the 2014-15 school year. CAASPP ELA Exceeded/Met = 60%      CAASPP Math Exceeded/Met = 53%      CELDT 15-16 = 39% of those tested scored Advanced/Early Advanced
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers and staff will monitor the students' progress using the data accessible through Data Zone. Teachers and staff will collaborate during PLC data meetings to provide the best instruction and assessments as well as interventions. We will evaluate the progress of this goal by monitoring the number of English Learner students being reclassified. We will also monitor the number of English Learner students that will score Proficient or above in local or state assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer District Benchmark Assessments to provide data that assist teachers to plan instruction.	School year 2017-18	Curriculum Support Specialist, staff	Curriculum Support Specialist will coordinate all assessments and will work with PLC's on goals		District Funded	0
			Provide substitutes for K-3 Assessing	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	4,800
CELDT testing	August-October 2017-2018	One-on-one testing by retired teachers (CELDT testers).	Measure English Learners proficiency in the areas of: Listening, Speaking, Reading, and Writing in English		District Funded	
Data Zone training	2017-18	Principal and Assistant Principal	Curriculum Support Specialist trains teachers in Illuminate and helps them by providing data for their data meetings.		District Funded	
Test chats - STAR Enterprise	After each STAR Ren Test (Sept, Nov, March)	Teachers	Teachers will talk, individually, with students about their results of their STAR Ren			0
Continue to use District adopted ELD materials including Language Central and English 3D. Imagine Learning and Rosetta Stone will be used for newcomers	2017-18	Principal, Assistant Principal, Curriculum Support Specialist, Staff	Target students' English acquisition needs with fidelity and constant Checking for Understanding			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental materials	2017-18	staff, principal	ELA and Math supplemental materials	4000-4999: Books And Supplies	LCFF Supplemental	40000
				None Specified	None Specified	
				None Specified	None Specified	
			Renew copier rental contract	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	7800
			Provide technology to ensure that all students meet the desired academic outcomes. (i.e. headphones, mounted projectors, etc.)	4000-4999: Books And Supplies	LCFF Supplemental	22,500
Provide additional supplemental materials - (i.e. Reprographics math & literacy reproducibles)	5000-5999: Services And Other Operating Expenditures	Title I	4040			
Software Licenses for individualized learning programs. Provide online reading intervention for students in grades K-5 through Lexia. Provide online reading intervention and/or enrichment for students in grades 5-8 through Reading Plus	2017-18	Principal, Curriculum Support Specialist, staff,	i.e. Accelerated Reader, Lexia, Reading Plus, Raz Kids, Learning A-Z	5000-5999: Services And Other Operating Expenditures	LCFF Concentration	20,360
Monitor daily implementation of SBE-approved instructional materials and interventions in all classrooms.	2017-18	Principal, Assistant Principal	Principal and Assistant Principal will use a classroom monitoring tool to provide teacher with feedback on walk-through visits.			0
			Principal will collect authentic data from classroom walk-through visits on strategies that impact student achievement.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training for Writer's Workshop.	2017-18	Consultants	Provide professional development	5800: Professional/Consulting Services And Operating Expenditures	Title I	9,900
			Provide substitute teachers on professional development days	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF Concentration  Title I  LCFF Supplemental	  7,680
Analyze the results of the assessments in PLC data meetings to adjust, modify or change the instructional method or groupings for identified students.	2017-18	Principal, Curriculum Support Specialist, staff	Schedule/calendar grade level PLC data meetings for analyzing student data on a regular basis.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement (RTI) Tier II (targeted) intervention program where differentiation of instruction occurs in and out of class for a minimum of six weeks. After six weeks student growth will be assessed and next steps will be planned.	2017-18	Principal, Assistant Principal, staff	SST meetings will be conducted as needed. 6 days with a substitute teacher to roam.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	960
			Students will be provided with small group differentiated instruction based on their need during school.	1000-1999: Certificated Personnel Salaries	LCFF Concentration	18,000
			Teacher will determine the effectiveness of intervention program for each student and modify the intervention if necessary.			0
			Parent volunteers and mentors work with students with diverse needs in reading and math			0
CELDT test chats	2017-18	CELDT testers and teachers	Teachers will conduct CELDT Test Chats with students and set goals. timely manner		General Fund	300
Continue to refer to the Master Plan for English Learners for guidelines for placement, monitoring, and assessment of EL students.	2017-18	Curriculum Support Specialist	Curriculum Support Specialist will monitor that Shirakawa School is compliant with the Master Plan for English Learners.			0
				None Specified	None Specified	
				5000-5999: Services And Other Operating Expenditures	LCFF Concentration	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partners in School Innovation	2017-18	District and PSI Consulting Group	Leadership team will meet quarterly with PSI consultants to review data and plan next steps following ROCI process	5000-5999: Services And Other Operating Expenditures		
Provide additional instructional hours for para professional development	2017-2018	Principal	Focus on supporting students academic needs	2000-2999: Classified Personnel Salaries	General Fund	500
Technology Support Provider	2017-2018	Tech rep	Support teachers with the integration of technology to enhance high quality instruction	1000-1999: Certificated Personnel Salaries	General Fund	1000
Provide online Math intervention for grades 2nd - 8th	2017-18	Teachers	online Math intervention will be provided through eSpark (app for iPads)		District Funded	
Provide the opportunity to participate on the ESA PLC trainings	2017-18	Teachers	Teachers will participate in the ESA PLC trainings	1000-1999: Certificated Personnel Salaries	Title I	960

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Conditions For Learning</b>
<b>LEA GOAL:</b>
Ensure all students have access to highly qualified teachers and a standards-aligned curriculum. All facilities will be well-maintained and in good repair.
<b>SCHOOL GOAL #2:</b>
Grade level Staff at Shirakawa School will collaborate together at least twice monthly, in order to focus on student data, achievement, re-teaching opportunities, and best instructional practices.
<b>Data Used to Form this Goal:</b>
PLC data from Google Drive Folder indicates that the following grade levels are functioning at a high level as a PLC: 1st, 3rd, 4th  Survey Monkey, principal observation of school environment, parent and teachers feedback. Track citation forms. Document School Site Council opinions manifested during School Site Council (SSC) meetings.
<b>Findings from the Analysis of this Data:</b>
Staff and community wish to enhance the Shirakawa environment to develop pride and motivate students to learn. Parents are very aware and interested in eliminating any case of bullying.

**How the School will Evaluate the Progress of this Goal:**

PLC Notes from bi-monthly meetings.  
 STAR Ren academic growth  
 Other local academic measurements

General appearance of school environment  
 Student display of work  
 Significant decrease of bullying incidents as shown in a decrease in citation forms

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time for teacher to collaboration	2017-2018	Principal, staff	Released time for teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	9,760
Provide teachers online grading program	2017-2018	Principal	Engrade licensing	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3,000
Professional Development on PLC best practices	2017-2018	Principal, AP	Principal, AP, and CSS will provide PD on importance of efficient PLC time, focused on student data and achievement			0
Reinforce discipline system	2017-2018	Principal, staff	Administration will carefully log infractions into Infinite Campus, and monitor referral process carefully			0
Positive behavior incentive programs	2017-2018	Principal, staff	Incentives will be provided to students who show academic growth, leadership, and/or character	4000-4999: Books And Supplies	General Fund	500
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE classes offered for GATE students - to challenge all students	2017-2018	ILT, SSC, Principal, GATE Coordinator	STEAM focused lessons	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	2,500

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b> Increase number of stakeholders who feel connected and safe at school. Increase the variety of strategies for parents to better support their child to be successful in school.
<b>SCHOOL GOAL #3:</b> Shirakawa School will increase student and parent engagement, participation and experiences inside and outside of the classroom. Students will participate in Performing/Fine Arts opportunities and leadership activities through Little Heroes program.
<b>Data Used to Form this Goal:</b> Parents, Students, and Staff Survey and feedback on October 2016 survey. 56% of students said yes to: "I am satisfied with the art and music education I receive." 49% of parents said yes to: "I am satisfied with my child's access to art and music classes."
<b>Findings from the Analysis of this Data:</b> Parents would like to have meaningful training in how to assist their children academically and socially. Parents and students would like more elective/arts -related opportunities.
<b>How the School will Evaluate the Progress of this Goal:</b> Fall Parent and Student Surveys - 85%+ positive response in arts activities category Parents sign-ins, collaboration with the principal. Number of students participating in arts and leadership activities in 2017-2018 school year (100+ students)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development on highly engaged classrooms	2017-2018	Principal	Principal and AP will provide PD on rigor/relevance and PLC best practices			1081
Provide a sports activity program for recesses	2017-2018	Principal	Little Heroes - Staff Member	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	3460
Weekly classroom walk -through visits.	2017-2018	Principal and Assistant Principal	Principal, DSC Staff and Leadership Team will visit classrooms, monitor and provide feedback.		Title I	38298
Data analysis meetings	2017-2018	Principal, Assistant Principal, Curriculum Support Specialist and Teachers	Regular PLC meetings will be held to analyze student assessment data and plan instruction. At least every other Thursday, 1:15-2:45pm			18022
Contract with After-school Arts Program for students	2017-2018	Principal, Teachers	Examples of activities: choir, musical instruments, drama, artwork, etc.	5000-5999: Services And Other Operating Expenditures	General Fund	6,000
Provide upper graders with the opportunity of participating in an after school sports program	2017-2018	Principal, Assistant Principal	District paid cost for coaches/transportation Staff supervision for home games	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	General Fund General Fund	2400 600
Assemblies (2)	2017-2018	Principal, Assistant Principal	Provide guest speakers to address social and safety issues relating to students.		ASB	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council Meetings	2017-2018	Principal, Curriculum Support Specialist, teachers	Keep parents informed on school plans, activities and decisions impacting their children Food	4000-4999: Books And Supplies	LCFF Supplemental	500
Parent and principal meetings (i.e. ELAC, etc.)	2017-2018	Principal, assistant principal	Principal will provide opportunities to meet with parents during the school year. Babysitting Food Instructional Materials for parents/students	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF Supplemental Title I	202 300 2380
Provide Academic Success Nights for parents	2017-2018	Principal	Staff and parents will meet to learn about strategies to help the students Babysitting Food	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I LCFF Supplemental	200 1700
Create a principal's newsletter in order to improve communication with families	2017-2018	Principal	At least once per trimester, on website and on monthly calendar			0
Improve communication between the school and parents	2017-2018	Principal	School will provide translators during parent conferences, meetings, and events School will mail report cards and/or important documents to parents	2000-2999: Classified Personnel Salaries	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Awards Ceremonies	2017-2018	Principal	Invite parents to attend Academic Awards ceremonies to celebrate students' success			0
Parents will attend SST meetings	2017-2018	Principal, Assistant Principal, teachers, parents	Parents will collaborate with teachers in student progress as well as participate in SST meetings.			0
Parent volunteers	2017-2018	Principal, staff	Parents will be encouraged to volunteer to help the teacher and student in the classroom . Volunteer breakfast to show appreciation		General Fund	300
Provide a Health aide	2017-2018	Principal	As a matter of student safety and to support our Office Managers, recruit and hire a health aide.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	14,992
			Health supplies for office	4000-4999: Books And Supplies	LCFF Supplemental	1298
Maintain informative and attractive school website	2017-2018	CSS, Principal, possibly AP	To keep community informed of events and information. To showcase student activities and achievements.			
Encourage parents to attend FMSD Parent Workshop Classes	2017-2018	Administration and all Staff	Distribute FMSD flyer and verbally encourage parents to attend valuable workshops in order to help with parenting and education			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Auto- Phone calls in home language	2017-2018	Administration	Ensure that parents are receiving automatic phone calls in their preferred home language.			

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support to ensure monitoring and process of Re-Classification of English Learners and implementation of CELDT process.	July 1, 2017 to June 30, 2018	Director of State and Federal Programs and Assessment	Assessment and ReClassification of English Learners	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	15826.00
			Clerical staff will support the assessment and reclassification of English Learners,	2000-2999: Classified Personnel Salaries	LCFF Supplemental	2041.00
			Reprographic costs will support parent notification regarding assessment and reclassification.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	
			Postage costs will support parent notification regarding testing and reclassification.	5000-5999: Services And Other Operating Expenditures	Title I	954.09

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support data analysis and inquiry through Data Zone contract	July 1, 2017 to June 30, 2018	Director of State and Federal Projects and Assessment	The DataZone contract will support data analysis and process of inquiry.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2887.00
			Support at risk students through summer school staffing.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10768.46
Teacher on Special Assignment (TOSA) will provide support to school sites regarding data and assessment.	July 1, 2017 to June 30, 2018	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	13770.00
Retired teacher) will provide support for school sites regarding SARC, Renaissance STAR assessments, instructional minutes, and other software systems as needed.	2017-2018	Director of State and Federal Programs and Assessment	Technological Support for Assessment and Program Evaluation- Bob Wallingford	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1081.00
			Technology and assessment support-Bob Wallingford	1000-1999: Certificated Personnel Salaries	Title I	1021.89

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.	2017-2018	Director of Curriculum and Instruction	Replace Supplemental Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	2162.00
			Special Education Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	1081.00
			Purchase PE Curriculum	4000-4999: Books And Supplies	LCFF Supplemental	541.
			Replace consumable curriculum.	4000-4999: Books And Supplies	LCFF Supplemental	3784
			Replace supplemental reading curriculum			5406
			Purchase TK and K materials			541
			Replace consumable supplemental curriculum.	4000-4999: Books And Supplies	LCFF Supplemental	162173
			Provide TK and K supplemental curriculum	4000-4999: Books And Supplies	Title I Part A: Allocation	2162
			Replace Read 180 materials.	4000-4999: Books And Supplies	Title I Part A: Allocation	4110
			Provide materials for teacher and administrator training.	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1081
Provide support for GATE programming for identified students.	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	Resource Materials GATE (Gifted Students)	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	541

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology staff will support school site implementation of instructional technology.	July 1, 2017 to June 30, 2018	Director of Instructional Technology	Replace technology as needed.	4000-4999: Books And Supplies	LCFF Supplemental	2162
			Apple Lease	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	50598
			Provide technological support to sites. (Three technicians)	2000-2999: Classified Personnel Salaries	LCFF Supplemental	29221
			The LeArn app contract will support implementation and monitoring of instructional applications.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3243
			Technology Implementation Managers will support technology grants.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	865
			Site Tech Mentors will support application of instructional technology at school sites.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2433

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support school sites through replacement of c core curriculum.	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	Provide replacement textbooks and Teacher Editions for math adopted materials	5700-5799: Transfers Of Direct Costs	LCFF Supplemental	1622
			Purchase guided readers for supplemental reading support.	4000-4999: Books And Supplies	Title I	13672
			Purchase materials for ELA adoption as approved June 2017.	4000-4999: Books And Supplies	Lottery: Instructional Materials	35711
			Provide English Learner support through English 3D Curriculum for grades 4-6r	4000-4999: Books And Supplies	Lottery: Instructional Materials	40812
			Provide Engage NY curriculum for grades K-6	5700-5799: Transfers Of Direct Costs	Lottery: Instructional Materials	28058
			Provide social studies supplemental materials.	4000-4999: Books And Supplies	Lottery: Instructional Materials	4183
Technology consultant will support FMUSD staff to implement 21st Century Teaching and Learning Plan.	July 1, 2017 to June 30, 2018	Assistant Superintendent of Educational Services	Francesa Venning Contract to Support Instructional Technology Integration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	10812
			Francesa Venning Contract Technology Integration and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	7153.22
Provide professional development and support for STEM implementation at selected school sites.	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	STEM Consultant Greg Brown	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	1622

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support coaching of administrators and site teams through partnership with Partners in School Innovation	July 1, 2017 to June 30, 2018	Assistant Superintendent of Educational Services	Partners in School Innovation Contract School and District Transformation	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	16217
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, 2017 to June 30, 2018	Director of State and Federal Projects and Assessment	Illuminate Data Warehouse Contract	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	5797
Utilize Renaissance STAR Enterprise system as a local assessment to monitor student growth in math and ELA.	July 1, 2017 to June 30, 2018	Director of State and Federal Projects and 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	7647
Utilize systems to monitor planning related to LCAP, SPSA, Safety Plans, and SARC.	July 1, 2017 to June 30, 2018	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	1676

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention software for special education Newcomer English Learners, math, and ELA remediation.	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	E Spark Intervention and Software Continued Project	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	5081
			E Spark Learning Intervention Expansion	5000-5999: Services And Other Operating Expenditures	Title I	10203
			Implement software to support English Learners Rosetta Stone	5000-5999: Services And Other Operating Expenditures	Title III	4081
			Imagine Learning will support EL Newcomer students	5000-5999: Services And Other Operating Expenditures	Title III	12754
			Lexia Intervention software will support special education students.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2445
			News to You software will support special education students.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	1622
			Read 180 licenses will support struggling readers.	5000-5999: Services And Other Operating Expenditures	Title I	12754
Coaches will support teaching and learning.	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	Curriculum Support Specialists will support implementation of EL initiatives and reading initiatives.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	198763
			SEAL coaches will support implementation of strategies to support English Learners.	1000-1999: Certificated Personnel Salaries	Title III	2162
Funds will be provided to support innovative programs at school sites.	July 1, 2017 to June 30, 2018	Assistant Superintendent Educational Services	Support for Innovative Programs	4000-4999: Books And Supplies	LCFF Supplemental	2162



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Storymaker will provide support for CCA students in literacy.	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	Storymaker software will support literacy for CCA students.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	541
			Professional Learning Community Training	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	515.07
			Travel and Conference Teacher and Principal Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	613.13
			Food and Supplies for Professional Development	4000-4999: Books And Supplies	LCFF Supplemental	3491.13
			Travel and Conference New Tech	5000-5999: Services And Other Operating Expenditures		327.29
Educational Services staff will support school sites with curriculum and instruction, state and federal programs and assessment, and early learning.	July 1, 2017 to June 30, 2018	Assistant Superintendent Educational Services	Educational Services administrators will support LCAP initiatives..	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	40146
			Educational Services secretaries will support LCAP initiatives.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	30278
			The secretary of State and Federal Projects and Assessments will support Title I initiatives.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	6367
			Special education teacher on special assignment will support special education student achievement	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	
			Special education clerk will support IEP alignment and processes.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2661

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School site allocations will support LEA Plan and LCAP goals.	July 1, 2017-June 20, 2018	Director of State and Federal Projects and Assessment	LCFF concentration funds will support school site initiatives aligned to LCAP.	7000-7439: Other Outgo	LCFF Concentration	65570
			LCFF supplemental allocations will support school site initiatives aligned to LCAP.	7000-7439: Other Outgo	LCFF Supplemental	168519
			Title I allocations will support school wide Title I needs and parent involvement aligned to the LEA Plan and LCAP.	7000-7439: Other Outgo	Title I	52385

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions for Learning</b>
<b>SCHOOL GOAL #2:</b>
All students will be taught by highly qualified teachers using Common core aligned materials. 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,	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	Library Media Aide (.5) will provide support to students and staff.	2000-2999: Classified Personnel Salaries	Title I	40373
			Library Media Aide (.5) will provide support to students and staff.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	47324
FMSD will provide full day Kindergarten at all sites to support early learning and student achievement.	July 1, 2017 to June 30, 2018	Assistant Superintendent HR Assistant Superintendent Educational Services	Kindergarten Teachers will support full-day kindergarten at all sites.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	217850
			Para Educators will support full day kindergarten at all sites.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	88034

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, 2017 to June 30, 2018	Assistant Superintendent Human Resources Assistant Superintendent Business Services Assistant Superintendent Educational Services	9% Teacher Salary to Support PLC Implementation and Professional Development	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	378404
			Special Education Signing Bonus	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10812
			BTSA Stipend	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5102
			Human Resource Director to Support Highly Qualified Staff (Partial Salary)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3746
			Clerical Staff (Partial Salary) to Support Teacher Recruitment and HQ Staff	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	1465
			Recruitment of Highly Qualified Teachers	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	6122
			Beginning Teacher Support Program (BTSA) Contract	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	10203
			Substitute Caller Machine	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	189
			BTSA Hourly Stipend	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5102
			ACSA dues will provide support and services for administrator development.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	4110

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMSD will provide professional development to support highly qualified staff.	July 1, 2017 to June 30, 2018	Director of Curriculum and Instruction	Educator Effectiveness Grant will fund Buck Institute Training.	5800: Professional/Consulting Services And Operating Expenditures	Other	2245
			Educator Effectiveness Grant will fund stipends for teachers who participate in English 3D training.	1000-1999: Certificated Personnel Salaries	Other	10203
			Educator Effectiveness Grant will fund training consultant for Expeditionary Learning training.	5800: Professional/Consulting Services And Operating Expenditures	Other	1224
			Educator Effectiveness Grant will fund training with CPM math consultant for middle school.	5800: Professional/Consulting Services And Operating Expenditures	Other	1530
			Educator Effectiveness Grant will fund training for new teachers regarding district initiatives.	1000-1999: Certificated Personnel Salaries	Other	1530
			Educator Effectiveness Grant will fund substitute teachers to support professional development.	1000-1999: Certificated Personnel Salaries	Other	816
			Educator Effectiveness Grant will support teacher stipends for Buck Institute training.	1000-1999: Certificated Personnel Salaries	Other	8162
			Kinsella contract will provide teacher training to support English Learners. (10% Title I set aside PD)	5800: Professional/Consulting Services And Operating Expenditures	Title I	22046
			Professional development will be provided training for	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	6277

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	July 1, 2017 to June 30, 2018	Assistant Superintendent of Educational Services. Human Resources	Support of Additional Hours for College Connection Academy Teachers (Stipend)  Diane Means contract will support planning and collaboration for site needs.	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental  LCFF Supplemental	
FMSD will support retention of highly qualified staff through r funding to support salary/benefit increase.	July 1, 2017 to June 30, 2018	FMSD Business Office	Highly qualified teachers will be supported through salary increase.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 5% Reserve for Classified Staff Increase LCFF	LCFF Supplemental      LCFF Supplemental	162173      2727.44
Provide support and updates for operations to include: transportation, maintenance, and technology.	July 1, 2017-June 30, 2018	Assistant Superintendent of Business Services	Infrastructure support for transportation, maintenance, and technology.  Increase maintenance upkeep services through employment of Maintenance Supervisor.	7000-7439: Other Outgo  2000-2999: Classified Personnel Salaries	LCFF Supplemental  LCFF Supplemental	50165  12554

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMDS will provide support for PLC implementation through PE program at selected sites.	July 1, 2017-June 30, 2018	Assistant Superintendent of Ed Services	FMDS will support Professional Learning Communities and fitness through the employment of physical education teachers who rotate through various sites to allow teacher time for planning.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	34636
Indirect costs and salary reserves will be set aside as required.	July 1, 2017-June 30, 2018	Assistant Superintendent Business	5% set aside will support salary and benefit increases.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	33625
			5% set aside will support salary and benefit increases.	2000-2999: Classified Personnel Salaries	Title I	3602
			5% set aside will support salary and benefit increases.	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	4234
			Title I Indirect costs.	7000-7439: Other Outgo	Title I	10384
			Title I salary increase set aside professional development.	2000-2999: Classified Personnel Salaries	Title I	38
			Title II Indirect costs.	7000-7439: Other Outgo	Title II Part A: Improving Teacher Quality	118
			Title III Indirect Costs	7000-7439: Other Outgo	Title III	559
FMDS will provide SPIRIT Awards and Staff Recognition	July 1, 2017-June 30, 2018	Assistant Superintendent of HR	FMDS will support staff incentives and recognition	4000-4999: Books And Supplies	LCFF Supplemental	324
			FMDS will support staff incentives and recognition.	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	204

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMSD will provide travel allowances to staff who service multiple locations.	July 1, 2017-June 30, 2018	Assistant Superintendent Business	FMSD will provide travel allowance for certificated staff.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	182
			FMSD will provide travel allowance for classified staff.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	643
			FMSD will provide travel allowance for certificated staff.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	679
			Travel allowance certificated.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	345
			Travel allowance classified	1000-1999: Certificated Personnel Salaries	Title I	943
			Travel allowance certificated	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	
Support professional learning communities at selected schools	July 1, 2016-June 30, 2017	Director of Curriculum and Instruction				
Support Professional Learning Communities and PE program at Los Arboles	July 1, 2016-June 30, 2017	Director of State and Federal Projects and Assessment				



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement</b>
<b>SCHOOL GOAL #3:</b>
Increase the 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
Provide support to students and families	July 1, 2017-June 30, 2018	Coordinator Student Wellness and Support Services	Independent Study Program will support needs of at risk students.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1081
			Kognito Software will provide support and professional development regarding suicide awareness.	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2162
			Title I Set Aside Will Support Homeless Students	4000-4999: Books And Supplies	Title I	2205
			Maintain contract with A2A attendance system to support SARB and student attendance accountability and interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	6487

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, 2017-June 30, 2018	Directors as Specified	Provide webmaster support for school sites.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3460
			Employee a Director of Family and Community Engagement to support family and community engagement.	2000-2999: Classified Personnel Salaries	LCFF Supplemental	8368
			Collaborate with community partners (Catholic Charities) to support the Franklin-McKinley Children's Initiative.	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	8109
			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	4433
			Provide support for district-wide Parent and Community Engagement activities.	4000-4999: Books And Supplies	Title I	12602

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, 2017-June 30, 2018	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	38298
			Provide cell phone stipends to support liaisons	4000-4999: Books And Supplies	Title I	612
			Support Parent Engagement through DELAC/ Parent Advisory Committee meetings.	4000-4999: Books And Supplies	Title I	269
			Provide interpretation and babysitters for parent meetings to include Superintendent's Advisory Committee	2000-2999: Classified Personnel Salaries	LCFF Supplemental	216

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, 2017-June 30, 2018	Assistant Superintendent of Ed 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	18022
			Support .35 salary for counselors to support middle school school sites and increase student engagement.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental	14751
			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	327.29
.6 Assistant Principals	July 1, 2015 thru June 30, 2016	School Site Principals	.6 Assistant Principals	1000-1999: Certificated Personnel Salaries	LCFF Base	37514.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		1,081.00
	ASB	2,000.00
	District Funded	0.00
	General Fund	600.00
1000-1999: Certificated Personnel Salaries	General Fund	1,600.00
2000-2999: Classified Personnel Salaries	General Fund	2,900.00
4000-4999: Books And Supplies	General Fund	500.00
5000-5999: Services And Other Operating	General Fund	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	18,000.00
5000-5999: Services And Other Operating	LCFF Concentration	20,360.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	15,520.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	14,992.00
4000-4999: Books And Supplies	LCFF Supplemental	66,298.00
5000-5999: Services And Other Operating	LCFF Supplemental	10,800.00
5800: Professional/Consulting Services And	LCFF Supplemental	5,960.00
	Title I	38,298.00
1000-1999: Certificated Personnel Salaries	Title I	8,640.00
2000-2999: Classified Personnel Salaries	Title I	1,402.00
4000-4999: Books And Supplies	Title I	2,380.00
5000-5999: Services And Other Operating	Title I	4,040.00
5800: Professional/Consulting Services And	Title I	9,900.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	27322	-37,338.00
LCFF Supplemental	137150	23,580.00
LCFF Concentration	38360	0.00

Funding Source	Total Expenditures
	1,081.00
ASB	2,000.00
District Funded	0.00
General Fund	11,600.00
LCFF Concentration	38,360.00
LCFF Supplemental	113,570.00
Title I	64,660.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
	3,681.00
1000-1999: Certificated Personnel Salaries	43,760.00
2000-2999: Classified Personnel Salaries	19,294.00
4000-4999: Books And Supplies	69,178.00
5000-5999: Services And Other Operating Expenditures	41,200.00
5800: Professional/Consulting Services And Operating	15,860.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	138,800.00
<b>Goal 2</b>	15,760.00
<b>Goal 3</b>	76,711.00



## 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
David Gomez				X	
Jim Ryan				X	
Liza Victa				X	
Lidia Amador				X	
Maria Rivero			X		
Lisa Pitino		X			
Kayleigh Meidinger		X			
Luisa Flores		X			
Jenny Van			X		
Kyle Griffith	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

Instructional Leadership Team

\_\_\_\_\_  
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 1, 2017.

Attested:

Kyle Griffith

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

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

\_\_\_\_\_  
Date

Jim Ryan

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

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

\_\_\_\_\_  
Date



# Shirakawa School

Kyle Griffith, Principal  
Yvonne Sugimura, Assistant Principal

665 Wool Creek Drive, San Jose, California 95112 • Phone: 408.938.3200 • Fax: 408.938.3260

Mr.Griffith - principal

Went over all items in school plan and the explanations of funds and all school Plan goals

Little Heroes -

2 members of SSC raised concerns that training and support would not be enough to meet the needs and demands of a school like Shirakawa. A new staff member from the Little Heroes Organization would be preferred, and starting next year would be the perfect opportunity.

After school program fundraising

After School Arts program -

\$12,000 only 80 students

Need fundraising and (Possible) additional fee

Paid Staff supervision - after school games

Academic Success Nights - includes any grade level such as Literacy nights, etc

Question:

ELAC parent concerns:

- Summer school for Shirakawa students - Mrs. Sugimura explained how the district was managing the summer school decisions per site.
- Library chairs - seats are not bolted to the frame. Need to be replaced.

Mr. Griffith showed SSC the final School Plan to be submitted to the FMSD Board and the Plan was approved unanimously.

-Notes submitted by Lisa Pitino, 5th grade teacher at Shirakawa School - May 1, 2017

- 1 Lisa Plunio - teacher
- 2 Jim Ryan - parent
- 3 Lidia Amador - parent
- 4 TK Ly - principal
- 5 MARIA RIVERO - CSS
- 6 Kayleigh Meidinger
- 7 Luisa Dwyer teacher
- 8 Jenny Kim - class. feed staff
- 9 Esthela Fernandez. - ELAC rep.
- 10 Miriam E. Muñoz - ELAC rep.
- 11 Yvonne Sugimura - Asst. Principal

## 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

*Miriam E. Moore*

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

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

*Instructional Leadership Team*

*Lara Pitino (7<sup>th</sup> grade teacher)*

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 1, 2017.

Attested:

Kyle Griffith

Typed Name of School Principal

*Kyle Griffith*

Signature of School Principal

*5/1/17*

Date

Jim Ryan

Typed Name of SSC Chairperson

*Jim Ryan*

Signature of SSC Chairperson

*5/1/17*

Date