

SUMMARY OF FRANKLIN-MCKINLEY ELEMENTARY SCHOOL DISTRICT'S 2015-2018 LCAP

AUGUST 2015

DISTRICT PROFILE:

- **Students:** FMSD serves 9,064 students including approximately **87.5% high need students**. The district has high percentages of socio-economically disadvantaged students (82%) and English language learners (47%) – *SEE APPENDIX A, PAGE 25*
- **Student Achievement:** In 2014-15, FMSD **exceeded** the state and county average English learner reclassification rate. FMSD students **performed below state averages** on the 2012-13 Science assessment – *SEE APPENDIX A, PAGE 26*

LCAP REVIEW SECTIONS:

- A. **Stakeholder Engagement:** The district hosted community forums in partnership with community based organizations at all 17 district schools, received responses from 2,600 parents, 5,000 students and 350 staff members on a community survey that informed strategies – *SEE PAGES 2-4*
- B. **2014-15 Annual Update:** FMSD spent close to what it had planned and reports meeting some of its goals, including achieving a strong rate of English Learner reclassification. The district does not provide the data on actual outcomes. FMSD reports it will continue the same strategies in 2015-16, but there are several 2014-15 actions that do not appear in the 2015-16 plan – *SEE PAGES 5-10*
- C. **Goals and Measurable Outcomes:** The district's 5 goals focus on (1) qualified teachers and curriculum, (2) well-maintained facilities, (3) student achievement in reading and math, (4) student safety and connectedness, and (5) parent engagement. The district does not provide baseline data or measurable numerical targets for many of the expected measurable outcomes necessary to assess progress. – *SEE PAGES 11-13*
- D. **Actions and Expenditures** – *SEE PAGES 14-24*
 - The district is investing in extended learning time for students through expansion of Full-Day Kindergarten and Summer School, teacher professional development, student data assessment, and classroom technology through its 21st Century Learning Plan.
 - **AREAS FOR GROWTH.**
 - The district did not provide as rich detail to describe the actions funded in the LCAP as it did last year. This makes it hard to understand the district's strategies, especially for high-need students.
 - The LCAP does not mention spending on School Climate and Positive Behavior approaches despite a goal focused on school safety and connectedness and mention of this strategy in its executive summary and Annual Update.
 - Some of the supplemental and concentration funding is for basic services and operations that do not appear to provide any enhanced benefit for high-need students especially, such as facilities maintenance and administrative support. The district should explain how these services link to its goals for high-need students.

PREPARED BY



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FOR

PART A. LCAP Section 1: Stakeholder Engagement

The district's Section 1 on Stakeholder Engagement starts on page 4 of the LCAP.

1a) What did this district do to engage parents, community members and students in developing, reviewing and supporting implementation of the LCAP?

- **SUPERINTENDENT'S ADVISORY COMMITTEE:** The Superintendent's Advisory Committee (SAC) meets monthly and is comprised of students, principals, teachers, district administrators, parents and other outside interested groups. The SAC gave input in development of the goals and strategies for the LCAP and designing the community survey.
- **COMMUNITY SURVEY:** The survey was provided online and with paper/pencil versions in 3 languages for parents. Approximately 2600 parents, 5,000 students and 350 staff members responded to the LCAP survey. The district summarized the results on p.5 of the LCAP. The district contracted with a professional firm to administer the survey and produce reports of the results, which are posted on the FMSD LCAP webpage.
 - *People Acting in Community Together (PACT) noted areas for improvement on the survey, including that the Spanish survey was confusing sometimes; the survey did not provide opportunity to give opinions beyond “yes” or “no”, the survey was only available 4 days, and that an online survey was not easy to access.¹*
- **COMMUNITY FORUMS:** The district worked with administration, parent and community partner organizations to facilitate Community Forums at every school during March and April 2015:
 - Forums facilitated by trained facilitators and conducted in 3 languages.
 - Presentation delivered on data and survey results and planned investments for 2015-16 LCAP.
 - Draft LCAP goals and strategies shared as an executive summary in “parent-friendly language”.
 - Community feedback collected verbally and in writing. District reports that it used this feedback to make adjustments to the LCAP and responses to community feedback were provided on the district's website.
 - *PACT noted that information about the community forums were not given out in a timely manner.²*
- **PARENT ADVISORY COMMITTEES (PAC):** The PAC and District English Learner Advisory Committee (DELAC) met quarterly from September 2014 to May 2015. Principals nominated one to three members from each of 17 schools to serve on the committees and school site councils, where they would share information and gather input for district meetings.

1b) What did the district do to ensure representation from high needs students? Who did they reach out to?

- The district received 5,000 student responses to the community survey.
- The PAC and DELAC represent families of high-need students.
- The district held community forums at all 17 schools in three languages.

¹ June 10, 2014 PACT Letter to FMSD.

² June 10, 2014 PACT Letter to FMSD.

2a) What was the process for engagement? How were parents, community members, and students informed of engagement activities?

- District Communication regarding LCAP included:
 - Dedicated **LCAP Webpage** with updates and meeting minutes
 - Meeting announcements and updates in the **district's administrative bulletin**.
 - **Flyers**, automated **phone messages** in 3 languages to all families in the district.
 - **PAC/DELAC members** would also share information from district meetings at their school site councils.
 - **PUBLIC HEARING & BOARD APPROVAL:** The LCAP public hearing was on June 9, 2015. The announcement was posted in local libraries and district schools. The board approved the LCAP at a public meeting on June 23, 2015.

2b) What documents or information did the district share with the community? Was this information translated? Was the completed draft LCAP provided in time for the community to review before it attended the public hearing?

- The district **shared data** on student achievement, attendance, suspensions, and progress of English Learners.
- The district **shared LCAP survey results** from students, parents and teachers.
- The district prepared a **presentation** on the draft LCAP for community forums and a draft of the LCAP goals and strategies as an **executive summary** in parent-friendly language.
- The district posted responses to community feedback on its website.
- **LANGUAGE ACCESS:**
 - Community forums were conducted in three languages; the survey was administered in three languages; automated phone messages were in three languages.
 - The district does not report whether other documents, including drafts of the LCAP, were made available in other languages.
 - As of August 25, no translated copies of the LCAP available on the website. *PACT was recently informed that there should be a translated version soon. Anecdotally, parents report that translation was lacking at many district meetings regarding the LCAP.*
- **ACCESSIBILITY OF LCAP DOCUMENT:**
 - The adopted LCAP is posted on the district website. The document could benefit from a glossary to define technical terms and acronyms. Throughout the LCAP, the district uses jargon and acronyms without defining what they mean. Examples: S.E.A.L., CWA, SLS, RtI, PLC, AP

3a) Did the district engage students, parents and community in reviewing its progress on goals, actions, outcomes and spending as reported in the Annual Update?

- At monthly SAC meetings, student achievement data and survey results were analyzed to provide feedback on implementation of the 2014-15 goals and strategies and resource allocations, and determine impact on student engagement and performance.
- Assessment data was reviewed and analyzed by administrators, teachers and Board of Trustees and shared publicly at:
 - June Board Meeting
 - Quarterly SAC Meetings (attendance, survey and achievement data)
 - Quarterly DELAC meetings
 - SSC meetings
 - Community Forums at all 17 schools

- Monthly administrative Professional Learning Community meetings (principals)
- Curriculum Support Specialist (CSS) meetings

3b) Were there any changes made in the LCAP prior to adoption as a result of written comments or other feedback received through the engagement process?

- Based on stakeholder feedback, the district combined its 2014-15 LCAP Goals to 5 categories.
- The district reports that stakeholders agreed that since the district was “successful on the 2014-15 LCAP goals,” the district should use similar actions and services in 2015-16.
- The district identified the following “Top Strategies for Parents & Teachers”:
 - Identify struggling students early and provide intervention
 - Provide students access to a full range of courses
 - Provide more time for teacher planning
 - After school programs including homework centers
 - Accelerate English Learners to become proficient in English
 - Add management staff (e.g., APs) in schools over 600 students
 - Provide teacher support staff at site level to assist with systems
 - Support capacity building of teachers to implement standards and technology for the 21st Century
 - Offer full day Kindergarten
 - Make classroom learning more relevant, authentic and engaging
 - Professional development for non-classroom personnel
- *Note: Emphasis on course access and after school programs were not reflected in the 2015-16 LCAP.*

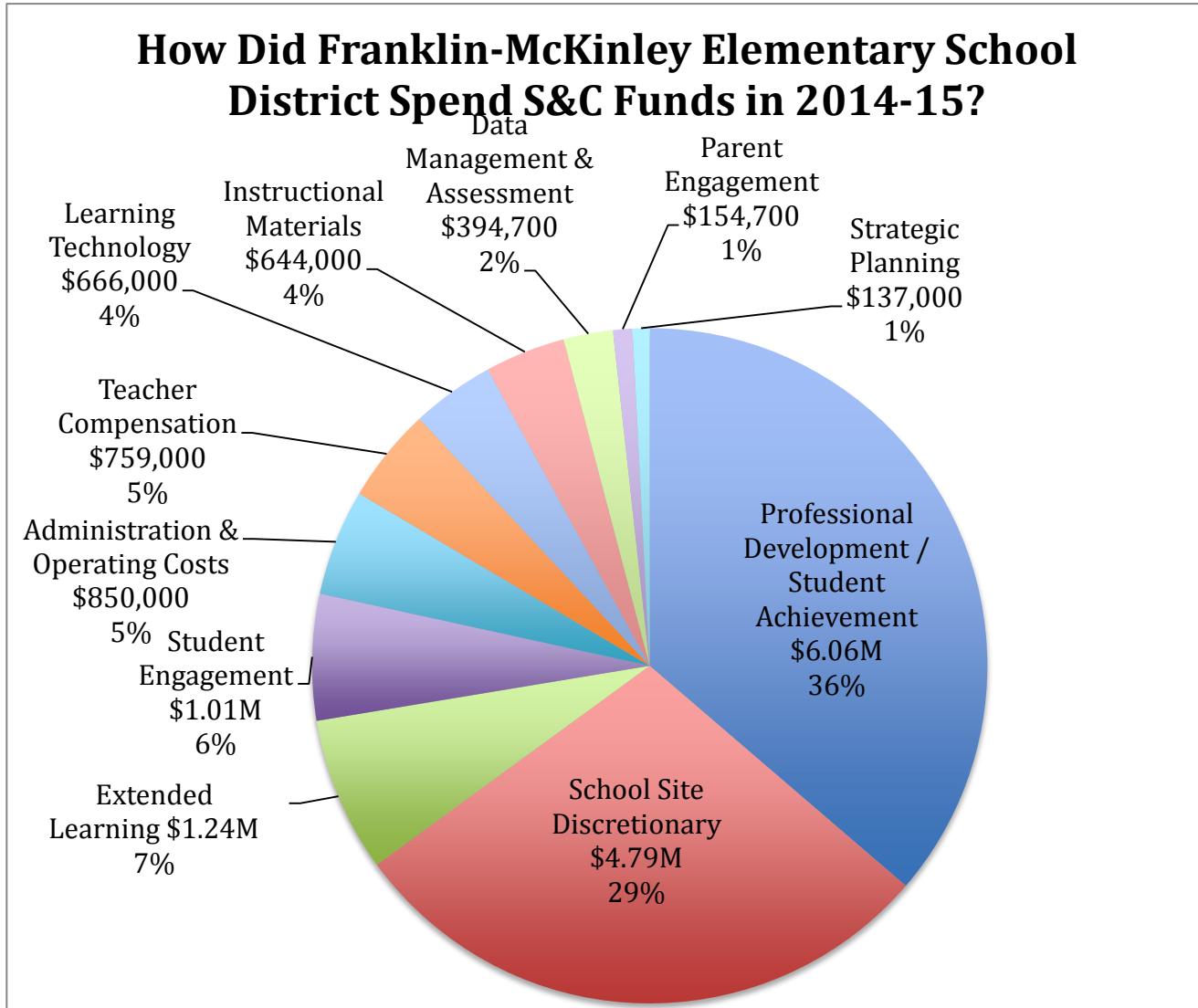
PART B. LCAP Section 2: 2014-2015 Annual Update

The district's Annual Update for 2014-15 starts on page 55 of the LCAP.

4a) According to the Annual Update, how much supplemental and concentration (S&C) funding did the district spend last year? Does it match what the district said it planned to spend?

Planned S&C Spending	Actual S&C Spending	Difference
\$16,083,557	\$16,708,858	+\$625,301

- These amounts match closely but are far more than the \$8,052,949 S&C dollars the district reports that it spent in a separate document it provided to Public Advocates.³ This suggests that clarification of the Annual Update S&C spending is needed. Perhaps the same spending is repeated in multiple similar actions in the 2014-15 LCAP. This is not explained in the Annual Update.



³ According to a calculation run by the district on August 20, 2015, it received \$8,647,723 S&C dollars in 2014-15 and spent \$8,052,949 S&C dollars (almost \$600,000 less).

Spending Categories ⁴	Total \$
Professional Development / Student Achievement	\$6,064,585
School Site Discretionary	\$4,791,041
Extended Learning	\$1,239,420
Student Engagement	\$1,010,000
Administration & Operating Costs	\$849,636
Teacher Compensation (includes Expanding Full-Day Kindergarten)	\$758,595
Learning Technology	\$665,681
Instructional Materials	\$644,000
Data Management & Assessment	\$394,700
Parent Engagement	\$154,700
Strategic Planning	\$136,500
	\$16,708,858

4b) Did the district do what it said it would do in the 2014-15 LCAP?

- According to the Annual Update, yes. For most budgeted actions, the district reports that it spent exactly what was budgeted, with several exceptions. For all actions, the district appears to indicate the action was implemented, usually by indicating the same amount was spent rather than describing the actual action.
- There are only 9 actions that the district reports a difference in actual spending from what was budgeted in the LCAP. These actions all fall within Goal 1.1 (regarding facilities and instructional materials) and Goal 1.2 (regarding highly qualified teachers). The district does not explain the reasons for these differences in spending. The most significant differences include:

Planned Action	2014-15 Budgeted	2014-15 Actual	Difference
Replacement of consumable materials (Reading Street, enVision Math, History K-5, TK curriculum)	\$455,000 S&C	\$644,000 S&C	+\$189,000
Restore routine maintenance to improve cleanliness and maintenance of our schools.	\$589,068 Base	\$83,404 S&C	-\$505,644

Both of these actions continue in 2015-16 (see pages 19 and 20 of this summary).

5a) Did the District meet its expected outcomes? Did the District reflect on how progress or lack of progress will impact its approach for the 2015-16 LCAP?

- The district reports that it mostly met expected outcomes, but it does not provide data. For example, the district states that “attendance rates have improved and suspension/expulsion/drop-out rates have declined,” without further information. This makes it hard to assess how effective the district’s 2014-15 LCAP strategies were.
- For some expected outcomes, the district does not report its progress (see Table below).
- The district provides some limited reflection in its annual update. The most robust reflection is around student achievement outcomes and strategies for improving student reading and math and investing in teacher professional development.

⁴ Where an action falls within more than one spending category, only one applicable category was chosen. As noted in response to question 4a above, the S&C expenditures in the Annual Update far exceed the \$8 million the district reports it spent last year. This suggests some of these categories may be inflated because there may be duplicate spending across multiple actions.

District's Reported Progress Toward Its Goals**Table 1: STUDENT & FAMILY ENGAGEMENT GOALS**

EXPECTED OUTCOME	ACTUAL OUTCOME
Increase % of student absent rates (in the excellent and satisfactory category) by 2% over the previous year.	<input checked="" type="checkbox"/> “FMSD met their goals. District attendance rates have improved and suspension/expulsion/drop-out rates have declined.”
Reduce the number of students whose attendance is identified as “manageable” (1302) each school year.	
Reduce the truancy rate in middle school (16%).	
Reduce absenteeism in grades K-2 (K =30%, 1 st = 19%, 2 nd =19%).	
Reduce the number of student suspension days by 10% (464).	
Reduce the number of student expulsions by 5% (10).	
Provide a broad course of study (especially at the Middle School) including a variety of electives and academies for students to choose.	?
Schools have focus areas (i.e., STEM, STEAM, Literacy, Technology, 4-8, K-3, K-8, 7-8, charters, etc.), designed to provide services to students with exceptional needs.	?
A 10% increase in parent response rate on the district survey.	<input checked="" type="checkbox"/> “FMSD met its goals in this area. District surveys indicated a high level of parent satisfaction in regards to district program, parent involvement opportunities, and parent participation. However, staff indicated a lower level of satisfaction in parent participation.”
A 25% increase in the number of parent workshops offered at the school sites	? Sign-in sheets for parent meetings indicated a need to improve in the area of parent attendance in DELAC (need 100% representation from all schools). Programs such as PIQE and Parent Project Jr. had a large participation rate of parents.

District reflection:

- **Student engagement:** Citing positive attendance/suspension results, the district will continue to fund services that include a Child Welfare & Attendance Coordinator and Secretary, “BEST” program implementation, “Infinite Campus and A2A contracts” to monitor attendance and discipline.
- **Parent Involvement:** Based on survey and sign-in sheets, district will continue resources for parent training and engagement programs including PIQE, Parent Project Jr., DELAC and others. District will continue using online parent portal for parents to check on student attendance and performance.

Table 2: STUDENT OUTCOMES GOALS

EXPECTED OUTCOME	ACTUAL OUTCOME
A 5% increase from the previous year in the reading and math percentile rank scores as determined on the STAR ELA and Math.	<input type="checkbox"/> FMSD did not meet the 5% increase in reading and math percentile rank. The STAR Math results indicated that students are making adequate progress in math, although there is still an achievement gap. The STAR Reading results indicated that while students in grades K-2 are making adequate

	progress, the gap widens for students in grade 3-8. Local assessment data indicated that there is a need to improve reading achievement in the upper grades.
Increase the rate of regular education Kindergarten students who meet the Kindergarten exit criteria (STAR Early Literacy and Kindergarten assessment) by 5% each year.	<input checked="" type="checkbox"/> Kindergarten assessment supported the success of the Full-Day Kindergarten and TK programs. Students enrolled in full day Kindergarten exited at a 90% proficiency, while students in regular Kindergarten exited at 70% proficiency. TK students scored 20-30% higher than students who did not have TK – and they retained this higher level even after one year.
Performance on Statewide assessments, including the Academic Performance Index.	[Nothing to report here – no such assessments this year]
A 5% increase in the number of students eligible for [English Learner] reclassification , and students making annual progress on the CELDT .	<input checked="" type="checkbox"/> “FMSD met the expected annual outcome. According to the State CELDT data, the district made significant progress on this outcome and its reclassification of Long Term English Learners.”
Year 1 will serve as a baseline year for SBAC scores.	[Scores expected September 2015]
Programs and services will enable English Learners to access the Common Core and ELD standards for purposes of gaining academic content knowledge and English language proficiency. Programs will be offered to [high-need students] (ELs).	?
100% foster youth will have comprehensive academic assessment upon entering the district.	
Each middle school student, identified as a foster youth , will have a site support team develop and monitor an academic and counseling action plan to support preparation for high school.	<input type="checkbox"/> Achievement data indicates that there is a decline in reading scores in grades 3-8. ? for all other measures
Results from the District Writing Assessment, STAR Math & Reading Assessment will indicate achievement scores the same or higher than non- foster youth .	
Other pupil outcomes to determine whether foster youth are successful will include an individualized action plan.	

District reflection:

- **English Learners:** As a result of “significant growth” on English language proficiency scores, the district will continue to fund existing programs (such as Rosetta Stone, Imagine Learning, Read 180, English 3D), professional development, and increased funding for the “S.E.A.L.” program at 3 of the Superintendent’s Zone Schools.
- **Foster Youth:** The district states it will continue to fund a Child Welfare & Attendance Coordinator and Secretary who will be responsible for tracking the progress of foster youth.
- **Kindergarten & Transitional Kindergarten:** Decision to expand Full-Day K, TK programs and summer school programs based on annual update data. [Note: TK programs are not discussed in 2015-16 LCAP.] Additional resources for teacher materials, professional development and teacher planning.
- **Reading & Math Strategies:** Focus on reading in upper grades, including teacher training in grades 4-8 on reading strategies. Schools will pilot new math curriculum.

- **21st Century Learning:** 21st Century Plan for learning, including technology upgrades and purchases.
- **Writing Strategies:** Writing assessments will be administered 4 times a year to monitor student growth and Curriculum Support Specialists and Media Aides will provide support.
- **Teacher & Principal Professional Development:**
 - Teacher training on writing, grades 4-8 reading strategies, Next Generation Science, math pilot, and technology.
 - School leadership trainings to focus on developing positive systems for review and district and school transformation.
 - Principal coaching
 - Physical education teachers to provide classroom teachers with more time for planning in Professional Learning Communities.

Table 3: CONDITIONS OF LEARNING GOALS

EXPECTED OUTCOME	ACTUAL OUTCOME
Results from Facilities Inspection Tool will indicate 99% of schools in good or exemplary repair	<input checked="" type="checkbox"/> All schools had satisfactory or better rating on facilities.
All designated schools will pass the Williams Audit with findings that indicate every pupil in the district has sufficient access to the standards-aligned instructional materials .	<input checked="" type="checkbox"/> All schools passed audit for instructional materials.
The district's climate survey will provide feedback from teachers indicating 100% adequate materials and support for implementation of common core .	<input type="checkbox"/> Teachers requested more support for implementing common core state standards. Survey results indicated there is a need to provide additional support in the area of technology (both instructional and devices).
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching.	<input checked="" type="checkbox"/> All teachers in FMSD are credentialed to teach the appropriate subject matter.
There will be full implementation of the academic content and performance standards adopted by the state board.	<input type="checkbox"/> ?
Students will be provided a broad course of study , including a rigorous Physical Education program.	<input type="checkbox"/> ?
Minimum Physical Fitness Test results for Grade 5 = 40%, Grade 7 = 50%.	<input checked="" type="checkbox"/> All students in grades 5 & 7 scored between 58% and 83% on the PFT, which was higher than the stated objective.

District reflection:

- **Professional Development:** Cites survey results and student achievement data as basis for investing in more professional development for teachers and administrators.
- **Technology:** Plans to invest in 21st Century Plan, which necessitates technology upgrades, purchase of curriculum and materials.

5b) Does the district plan to make any significant changes to actions/service this year (2015-16) compared to last year (2014-15)?

- In 2015-16, the district mostly plans to continue many of the same strategies from 2014-15, but it is unclear whether certain 2014-15 actions continue because they are not described in the LCAP.
- **In 2015-16, the district is continuing to invest in the following key strategies:**
 - Expanding **Full-Day Kindergarten**.
 - Implementing teacher “**Professional Learning Communities**,” support for teachers to plan and review data, with support from Curriculum Support Providers, and increased investment in data assessment and management;
 - **Child Welfare & Attendance Coordinator** (probably to continue to support attendance, reduce student suspensions & expulsions, establish systems for foster & homeless youth, although the 2015-16 LCAP does not explicitly state this); and
 - **Parent training and engagement programs** like PIQE, Parent Project Jr., and DELAC.
- **The district is making new investments in:**
 - **Classroom Technology** through its 21st Century Learning Plan and related professional development
 - Piloting new **Physical Education** program by hiring 3 PE teachers in select Superintendent Zone elementary schools to provide classroom teachers with more planning time.
- **Some actions from 2014-15 LCAP do not appear explicitly in the 2015-16 LCAP.** It is possible that the district continues to fund these actions but they are funded out of dollars that are not included in the LCAP or are not described in the 2015-16 LCAP even if the action is funded.
 - **After School & Transitional Kindergarten:** Extending after school program and increasing Transitional Kindergarten offerings
 - **English Learner Development Program:** “A well-articulated [English Language Development] program will be provided to all EL students, including a newcomers program (Rosetta Stone and Imagine Learning).” *The district states in the Annual Update that it will continue to fund these programs, but they are not described in the 2015-16 LCAP actions.*
 - **Foster Youth Supports:** Numerous actions related to Foster Youth, including the District Foster Youth Liaison. *The District states in the Annual Update that the CWA Coordinator will track foster youth progress, but this is not described in the 2015-16 LCAP actions.*
 - **Coordinator of Student Services** and contract to monitor attendance.
 - **School Climate:** The 2015-16 LCAP does not appear to describe any specific spending aimed at improving school climate, including positive behavioral intervention & supports (PBIS). The district’s executive summary indicates this is a key strategy and the district presentation from the community forums state the Child Welfare & Attendance Coordinator will establish a standard for high quality PBIS program at every school and that position is funded. This specific action is not described in the 2015-16 LCAP.

PART C. LCAP Section 2: **Goals & Measurable Outcomes**

This section of the LCAP starts on page 13.

6) What are the district's goals in the LCAP?

Below are the 5 goals in FMSD's LCAP, as compared to the 9 goals from last year.

CONDITIONS OF LEARNING

2015-2016

GOAL 1: Ensure all students have access to highly qualified teachers and a standards-aligned curriculum. (Page 13.)

GOAL 2: All facilities will be well-maintained and in good repair. (Page 25.)

2014-2015

- **Goal 1.1:** Maintain school facilities in good repair. Provide pupils access to standards-aligned instructional materials.
- **Goal 1.2:** Maintain the appropriate assignment of highly qualified teachers and fully credentialed in the subject area and for the pupils they are teaching.
- **Goal 1.3:** Increase the percentage of the 5th and 7th graders meeting HFZ in 5 of 6 areas on the Fitnessgram.

STUDENT OUTCOMES

2015-2016

GOAL 3: Ensure that all students meet grade level standards in literacy and mathematics. (Page 30.)

2014-15

- **Goal 2.1:** Early identification of targeted students and provide intervention to assist them to improve.
- **Goal 2.2:** Increase students scoring proficient and above in ELA and Math on the CAASPP.
- **Goal 2.3:** Decrease the number of Long Term English Learners (LTELs). Increase the rate that EL students become proficient in English. Increase the number of English Learners who reclassify as Fully English Proficient.
- **Goal 2.4:** Increase the academic achievement and engagement of the foster youth enrolled in our district and subsequently decrease the drop-out rate for middle school students.

ENGAGEMENT

2015-2016

GOAL 4: Increase number of students who feel connected and safe at school. (Page 42.)

GOAL 5: Increase the variety of strategies for parents to better support their child to be successful in school. (Page 48.)

- **Goal 3.1:** Increase annually the percentage of students attending 173-180 days and subsequently decrease the drop-out rate for middle school students.
- **Goal 3.2:** Increase the percentage of parents trained on academic initiatives by providing training at school sites. This will include training a minimum of 10 parents through the Parent Ambassador Program.

7) How is the district measuring its annual progress?

The district does not set clear measurable outcomes. For all outcomes, the district does not give baseline data necessary to measure yearly progress. For most outcomes, the district does not set numerical targets for improvement.

State Priority Areas	Required Metric • District's stated measurable outcomes	* = required metric Δ = area to improve
STUDENT OUTCOMES		
Student Achievement:	Performance on standardized tests: <ul style="list-style-type: none">Disaggregated data for the following assessments: Renaissance STAR Math & Reading Assessment (Gr. TK-8), CAASPP, PFT. (Δ: <i>No benchmarks set for any student groups – just gathering data</i>)Increase the number of ELs meeting the yearly progress (Δ: <i>by how much?</i>)	*Δ
	EL reclassification rate: <ul style="list-style-type: none">Increase the number of ELs achieving proficiency in EnglishIncrease the Reclassification rateDecrease the overall percent of Long Term English Learners (Δ: <i>For each outcome, by how much? What is baseline and target?</i>)	* Δ
	Share of ELs that become English proficient (CELDT scores): <ul style="list-style-type: none">Disaggregated data for the following assessments: CELDT (Δ: <i>No benchmarks set for any student groups – just gathering data – should have a measurable outcome</i>)	*
	Share of students college and career ready: <ul style="list-style-type: none">Disaggregated data for the following assessments: Writing, District Kindergarten Assessment (Δ: <i>No benchmarks set for any student groups – just gathering data</i>)Increase the number of ELs making the yearly progress (Δ: <i>by how much?</i>)	* for HS
Other Student Outcomes	Other indicators of student performance in required areas of study: <ul style="list-style-type: none">Performance on Statewide assessments (Δ: <i>No benchmarks set for any student groups</i>)	
ENGAGEMENT		
Student Engagement	School attendance rates: <ul style="list-style-type: none">Improve attendance rate (Δ: <i>by how much?</i>)Reduce Student Attendance Review Board (SARB) records	*Δ
	Chronic absenteeism rates: <ul style="list-style-type: none">Increase the % of student absent rates in the excellent and satisfactory category by 2% over the previous year (Δ: <i>need baseline data</i>)	*Δ
	Middle school dropout rates: <ul style="list-style-type: none">Decrease the drop-out rate for middle school students (Δ: <i>by how much? Need baseline data</i>)	*Δ

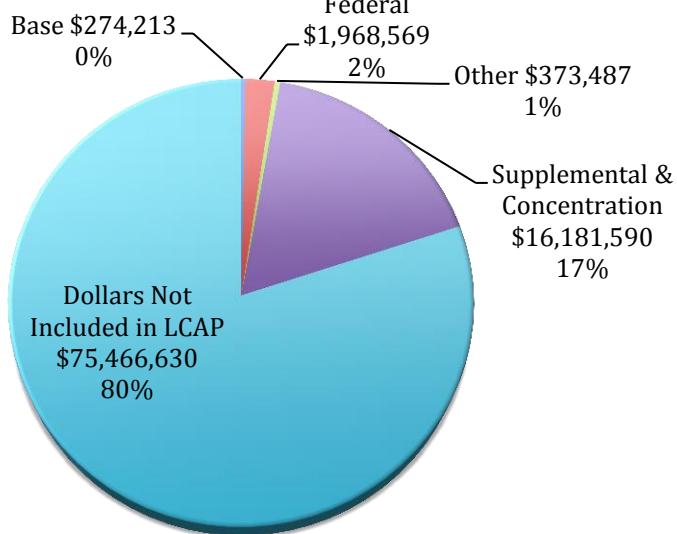
School Climate	Student suspension rates: <ul style="list-style-type: none"> Reduce suspension rates (Δ: by how much? Need baseline data) 	*Δ
	Student expulsion rates: <ul style="list-style-type: none"> Reduce expulsion rates (Δ: by how much? Need baseline) 	*Δ
	Other local measures including school surveys: <ul style="list-style-type: none"> None indicated for student; see below re: parent survey 	*Δ
Parent Involvement	Promotion of parental participation: <ul style="list-style-type: none"> A 10% increase in parent response and satisfaction rate on the district survey A 25% increase in the number of parent workshops offered at the school sites as verified by training, survey results and sign-in sheets. (Δ: For both measurements, need baseline data) 	*Δ
	Efforts to seek parent input in district and schoolsite decision making: <ul style="list-style-type: none"> None available in the LCAP. 	*Δ
CONDITIONS OF LEARNING		
Basic Services: Degree to which...	Teachers are appropriately assigned and credentialed: <ul style="list-style-type: none"> Teachers are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. 	*
	Students have access to standards aligned instructional materials: <ul style="list-style-type: none"> Standards-aligned materials and FIT reports (Williams) -All designated schools will pass the Williams Audit with findings that indicate every pupil in the district has sufficient access to the standards-aligned materials. (Δ: Which schools?) District's climate survey will provide feedback from teachers indicating 100% adequate materials and support for implementation of common core. 	* Δ
	School facilities are in good repair: <ul style="list-style-type: none"> Results from the Facilities Inspection Tool (FIT) will indicate that 99% of our schools will be in good or exemplary repair. All designated schools will pass the Williams Audit with no findings. (Δ: Which schools?) 	* Δ
Implementation of State Standards	Implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all students, and English language development (ELD) standards for English learners: <ul style="list-style-type: none"> District's climate survey will provide feedback from teachers indicating 100% adequate materials and support for implementation of common core. Programs & services will enable ELs to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and EL proficiency (Δ: Not a measurable outcome) Programs will be offered to unduplicated pupils. (Δ: What programs? For what purpose?) 	*Δ
Course Access	Student enrollment in a broad course of study: <ul style="list-style-type: none"> Provide a broad course of study (especially at the MS) including a variety of electives and academies for students to choose. Schools have various focus areas (ie: STEM, STEAM, Literacy, Technology, 408, K-3, K-8, 7-8, charters, etc.) designed to provide services to students with exceptional needs. (Δ: Not a measurable outcome) 	* Δ

PART D. LCAP Sections 2 & 3: Actions & Expenditures

8a) How much of the district's 2015-16 General Fund budget is reflected in the LCAP? (The General Fund includes all LCFF dollars the district receives plus other state, federal and private sources of funds.)

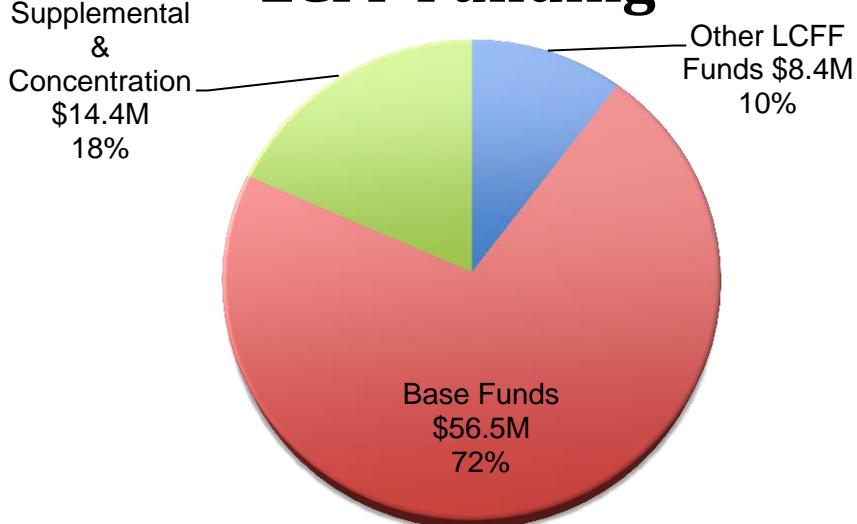
- The 2015-16 LCAP shows actions and services worth about **\$18.8 million** out of approximately \$94.3 million of General Fund dollars.

Chart 1: FMSD's 2015-2016 LCAP Includes 20% of the General Fund



Note: The 2015-16 LCAP Supplemental & Concentration spending adds to about \$16.2 million, which is more than the \$14.4 million that the district reports it will receive in Supplemental & Concentration grants.

Chart 2: FMSD 2015-16 LCFF Funding



8b) How much LCFF funding will FMSD receive in 2015-2016 including supplemental and concentration (S&C) dollars that should be spent to support high-need students?

See Chart 2 above.

FMSD predicts that it will receive the following amount of LCFF dollars in 2015-16, almost 70% of full funding:

	THIS YEAR 2015-16	AT FULL LCFF FUNDING
Total LCFF:	\$79,304,036⁵	\$81,058,454⁶
Base Grant: (money generated by all students)	\$56,505,169⁷	\$59,786,794
S&C Grants: (money generated by low-income, English learners and foster youth to support these students' needs)	\$14,357,946	\$21,489,053

- FMSD has received about **70%** of the total yearly LCFF S&C funding the district will receive when LCFF is fully funded by the end of the 8-year implementation.
- The S&C Funds are generated by the **87.5%** of FMSD's 9,064 students who are either low-income, English language learners or foster youth.

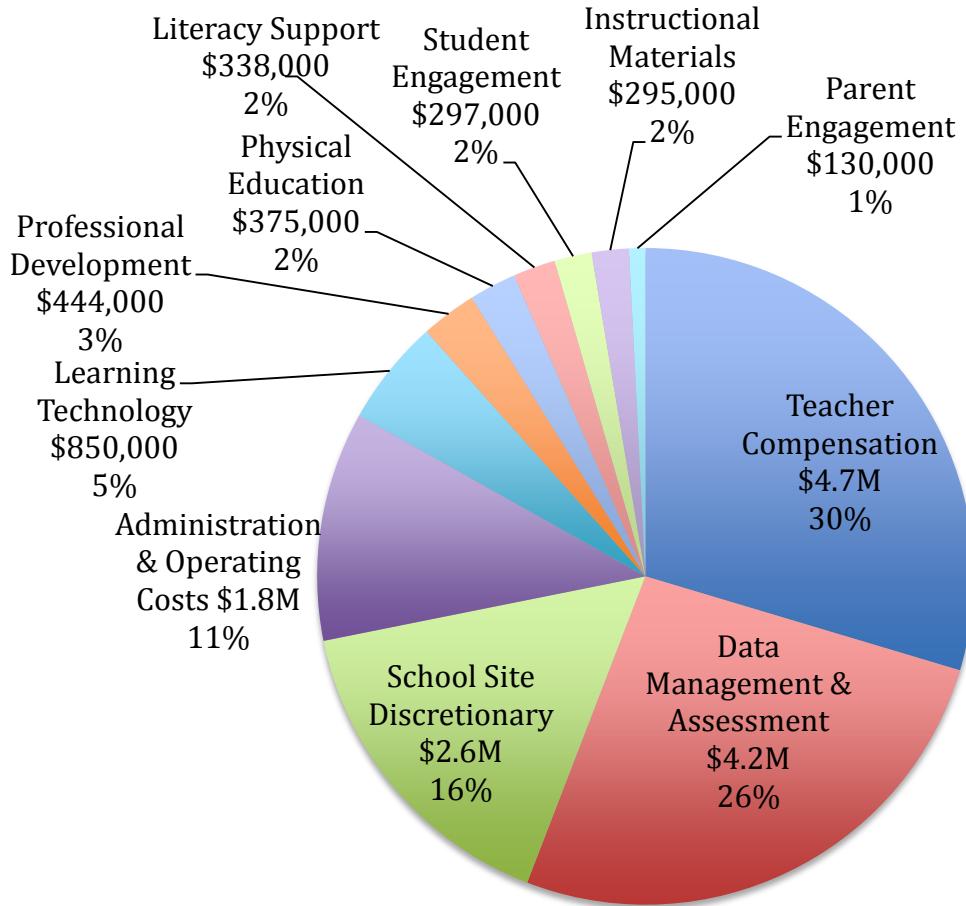
⁵ Source: 2015-16 adopted budget.

⁶ Source: 8-20-2015 District Calculation provided to Public Advocates. This amount excludes minor LCFF funds that are not Base or S&C. These amounts differ slightly from amounts on California Department of Education LCFF Snapshot website: <http://bit.ly/1NABO1E>.

⁷ Source: 8-20-2015 District Calculation provided to Public Advocates. Note that the amount of Supplemental & Concentration dollars is slightly less than the \$14,548,858 reported in the adopted LCAP.

9a) How is the district planning to spend supplemental and concentration funds generated by high-need students?

How Will Franklin-McKinley Elementary School District Spend 2015-16 S&C Funds?



Spending Categories ⁸	Total \$
Teacher Compensation / Student Achievement	\$4,793,479
Data Management & Assessment	\$4,246,579
School Site Discretionary	\$2,586,330
Administration & Operating Costs	\$1,827,899
Learning Technology	\$848,356
Professional Development	\$444,023
Physical Education	\$375,000
Literacy Support	\$337,747
Student Engagement	\$297,177
Instructional Materials	\$295,000
Parent Engagement	\$130,000
	\$16,181,590*

⁸ Where an action falls within more than one spending category, only one applicable category was chosen.

*Note – this amount is more than the district reports for 2015-16 Supplemental & Concentration funding.

9b) Does FMSD clearly justify spending supplemental and concentration dollars on districtwide or schoolwide actions or services as required by LCFF regulations? (See LCAP p.115.)

- No. FMSD plans to spend 98% of its supplemental and concentration funds on districtwide and/or schoolwide programs and services as opposed to services targeted just to English Learners, foster youth and/or low-income students but does not provide the required spending justification.
- This approach is not surprising because the district has a high proportion of high-need students (87.5%) and all schools in the district have a large percentage of high-need students (ranging from 73.6% at College Connection Academy to 99.1% at Santee School).
- But the district must still explain this spending in Section 3.A of the LCAP.
 - The district must identify each districtwide or schoolwide use of S&C funds and justify how this spending is “**principally directed toward**” and “**effective**” in meeting the district’s **goals for its high-need students**. Section 3.A is where the District is required to provide this justification. (LCAP p. 115.)
- Currently, section 3.A gives summary explanations of 4 broad categories of district spending: (1) School Site Discretionary Funding, (2) School Site Specific Support, (3) School Site Direct Support, and (4) District Support, with vague lists of funded actions. The district does not explain how each separate districtwide or schoolwide actions is **principally directed** to meeting district goals for high-need students, as opposed to all students. It also does not discuss how it has determined whether chosen actions and services are **effective**.
- Instead, the district states generally that “By providing the services identified without limitations, FMSD will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the FMSD LCAP and addresses the needs of our district’s English learners, low income students and foster youth.” (LCAP p. 115.)

9c) Does FMSD explain how supplemental and concentration dollars pushed down to school sites will be spent according to the regulations?

- **No.** FMSD allocates nearly \$2.6 million for “School Site Allocations” (p. 49) but does not explain how it will ensure that these funds will be spent in a way that is principally directed and effective toward meeting the district’s goals for high need students.
- In Section 3.A (p.115), the district helpfully explains that S&C funding is allocated based on the % of high-need students at a school site. And the district includes an appendix that appears to show the distribution of S&C funding to school sites based on enrollment projections
- But the district does not show in the LCAP or attached documents how the sites will spend S&C funds.⁹

9d) Are there any uses of supplemental and concentration funds that need clarification?

- Yes. In general, the district’s short, often two-word descriptions of actions do not explain what the proposed action is, how it is tied to LCAP goals for high-need students and how the district will measure its effectiveness.
 - Examples: “Administrative support (AP)” on LCAP p.14; “Consultants (Means, Tidymann, Jackson, Venning)” on pp.14-15; “Teacher Stipends” on p.15; “Alternative Education” on p.37.

⁹ The appendix is titled “2015-16 LCFF und Distribution Options Supplemental/Concentration Funding” - Unduplicated – 2015-16 proj – 6/2/2015. There are alternate distribution options also included. It would be helpful if the district indicated which option is reflected in the LCAP.

- In many cases, the district provides less information about action items than it did last year, which makes it hard to tell how the action is meeting the needs of high-need students and whether the district is continuing some of the strategies from last year's LCAP.
- The district has allocated S&C to basic operating expenses or administrative costs that appear to be necessary to providing minimum conditions for learning. At first blush, these actions do not appear to provide any increased or improved service to high-need students as compared to all students. Some examples include:
 - \$415,000 for "Maintenance, Operations and Transportation" (LCAP p.26)
 - \$396,000 to "Restore routine maintenance to improve cleanliness and maintenance of our schools" (LCAP p.25)
 - \$285,000 to replace instructional materials (LCAP p.13)
 - \$152,740 to "Provide Ed Services staffing (Clerical Support)" (LCAP p.13)
- Without more explanation, it is hard to assess whether these actions are truly in service of the district's goals for high-need students.
- Below is a list of some of the actions in the LCAP for which community may want to seek clarification from the district as to how they connect to the district's goals for high-need students as opposed to general services for all students.

Administrative & Operating Costs: \$1,922,899

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
1	Provide Ed Services staffing (2 Directors for State & Federal Projects Assessment, Curriculum & Instruction)	\$340,322.00	S&C	Modified
1	Provide Ed Services staffing (Clerical Support)	\$152,740.00	S&C	Modified
1	Administrative support (AP)	\$80,911.00	S&C	Modified
1	Food and materials for training & meetings	\$27,000.00	S&C	New
1	Travel & Conference	\$5,000.00	S&C	New
1	E-Rate Consultant	\$30,000.00	S&C	New
2	Restore routine maintenance to improve cleanliness and maintenance of our schools.	\$396,000.00	S&C	Same
2	Two new school buses and lease	\$204,228.00	S&C	New
2	Maintenance, Operations & Transportation	\$415,000.00	S&C	New
2	Maintenance Supervisory	\$129,503.00	S&C	New
3	Contract for the webmaster and instructional technology support	\$11,195.00	S&C	New
3	Special Education Support (Professional Development and a 4 hour Para Clerk)	\$36,000.00	S&C	New

5	Marketing and advertising ¹⁰	\$50,000.00	S&C	New
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Special Education Spending: \$136,000

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
3	Special Education Support (Professional Development and a 4-hour Para Clerk)	\$136,000	S&C	New

Instructional Materials & Equipment Spending: \$295,000

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
1.A	Replacement of consumable materials (Reading Street, enVision Math, History K-5, TK curriculum)	\$285,000	S&C	Same
1	Materials, Supplies, Technology Support & Updates (projectors, equipment for new personnel, etc.)	\$10,000	S&C	New

10a) FMSD is required to increase or improve services for high-need students as compared to all students based on the S&C funding it receives. Does FMSD properly and clearly calculate the percentage by which the district must increase or improve services for high need students above what it does for all students?

- PROBABLY. FMSD reports that it must increase or improve services for high-need students as compared to services for all students by 25.7%. To increase or improve services means to grow services in either quantity or quality. Public Advocates could not verify this calculation was correct because FMSD does not provide the basis for its calculation in the LCAP and has not responded to our requests for information as of the preparation of this report. This number seems to be in line with what we would expect the district's proportionality percentage to be.¹¹

10b) Does the district explain how it is increasing or improving services for high-need students by that percentage?

- The District points to its descriptions in Sections 3A and 3B (LCAP pp. 115-16) to say that it has shown that it has quantitatively increased and improved services and exceeded its objective.
- In Section 3B (LCAP p.116), the district lists the following programs as supports for high-need students:

FOR LOW-INCOME STUDENTS:	<ul style="list-style-type: none"> ▪ Expansion of Full-Day Kindergarten program ▪ Expansion of technology programs and assessment system, and
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¹⁰ In the pie chart under question 9a above, this expense is counted under "Parent Engagement." Given the lack of description, it can also be considered under more general operations costs.

¹¹ This expectation is based on the rough estimate provided at the <http://fairshare4kids.org> website.

	<ul style="list-style-type: none"> ▪ Curriculum Support Specialists for every school to monitor assessment, facilitate Professional Learning Communities, develop the RtI program, target and monitor students for intervention programs
FOR ENGLISH LEARNERS:	<ul style="list-style-type: none"> ▪ "A well-articulated EL program for our EL students that will include a newcomers program," ▪ EL curriculum for the long-term English learners in the middle schools, ▪ Professional development ▪ Implementation of the S.E.A.L. program.
FOR FOSTER YOUTH:	<ul style="list-style-type: none"> ▪ Intentionally targeted for counseling and intervention programs and monitored by the CWA Coordinator ▪ Comprehensive academic assessment ▪ A site support team will develop and monitor an action plan to support their preparation for high school.

- ANALYSIS:

- The district's explanations in Section 3.B are helpful to better understand the district's strategies for high-need students and provide much more context for the very sparse description of actions in Section 2 of the LCAP.
- Most of the actions that are listed above for English Learners and Foster Youth, are not identified as actions for those particular student groups in the part of the LCAP that lists actions and services (Section 2). Based on Section 2 of the LCAP, the district identifies few services as targeted for low-income, English Learner and foster youth students.
- The following do not appear as actions in Section 2 of the LCAP:
 - "well-articulated EL program for our EL students that will include a newcomers program"
 - "a site support team will develop and monitor an action plan to support [foster youth] preparation for high school"
- As discussed above (9b, 9c, 9d), for many actions and services the district does not explain how they are in service of high-need students as opposed to basic services for all students. This makes it difficult to assess whether the district is truly growing services in quantity or quality for high-need students above what it is doing for all students.

10c) How will the supplemental and concentration funds be used to better support the priority areas that local stakeholders care about?

Parents united with People Acting in Community Together (PACT) care about:

- Parent Engagement - \$130,000 in spending in the LCAP
- Transparency in School Site Plans and Budgets – not in the LCAP, but there is an appendix with the amount of S&C going to school sites
- Transitional Kindergarten – not in 2015-16 LCAP. Although the executive summary mentions "Starting Smart and Strong Initiative (Birth – Age 8)" as an engagement strategy, this did not appear as a funded action in the 2015-16 LCAP.
- Summer Learning - \$150,000 in 2015-16 LCAP (funded by Title I and III funds)
- Qualified Teachers in the Classroom (not substitutes) – The LCAP has many actions and services related to teachers and teacher supports. There is no explicit mention of substitutes in

the LCAP, but substitutes are mentioned in the district Goals & Strategies executive summary as a strategy to provide release time to teachers for professional development & planning

Additionally, Californians for Justice is concerned about:

- Student Engagement, including social emotional supports: \$297,177
- School Climate – There is no obvious school climate spending in the LCAP although the district's executive summary states that the "BEST/PBIS Behavioral Program" is an engagement strategy and that the district must budget for PBIS Team stipends. The 2015-16 LCAP does not mention BEST or PBIS. A spring presentation indicates that the Child Welfare & Attendance coordinator will develop PBIS standards for every school. The CWA position is funded, but the district does not describe what actions or services will be delivered in the 2015-16 LCAP.

Actions and services in the following areas that are community priority or heavy areas of investment for the district are listed below: (1) Parent Engagement, (2) Student Engagement, (3) Student Achievement/Teacher Professional Development, (4) Instructional Technology, (5) English Learner support, and (6) Data Management & Assessment:

(1) Parent Engagement: \$130,000

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
5	Parent notification (test results, CELDT, reclassification, mailing and postage, etc.)	\$50,000 \$10,000	S&C Title I	New
5	Parent training	\$25,000	Title I	New
5	Parent governance - DELAC Translators	\$4,000	Title I	Same
5	Parent governance - DELAC Babysitting	\$4,000	Title I	Same
5	Parent governance - DELAC Food	\$3,000	S&C	Same
5	District Liaisons	\$366,564	Title I	Modified
5	BlackBoard Connect Phone Messaging System	\$27,000	S&C	Same
5	Marketing and advertising	\$50,000.00	S&C	New

(2) Student Engagement: \$297,177

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
1	Recognition Programs	\$5,000	Base	New
4	Middle School Counselors .35 at 2 sites)	\$76,201 \$67,382	S&C Other State	Modified
5	School Linked Services (0.26 Social Worker, .74 funded from City Grant for a 1.0 FTE)	\$18,750	S&C	Modified

5	Child Welfare & Attendance Coordinator 1.0 FTE	\$139,977	S&C	New
5	Child Welfare & Attendance Secretary 1.0 FTE	\$62,249	S&C	New

(3) Student Achievement/Teacher Compensation & Professional Development:
\$6,389,055

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
3	Expansion of Full Day Kindergarten Program (Teacher & para-educator salary)	\$2,253,718	S&C	Modified
1	10% increase for teacher salary for professional development to review student assessment data in Professional Learning Communities & participate in coaching of instructional strategies to close the achievement gap and improve the academic achievement of our unduplicated students.	\$2,120,000	S&C	New
1	Contract with Partners in School Innovation	\$294,334 \$40,666 \$30,000	S&C Title II Title III	Same
3	A comprehensive PE program for elementary students. In addition to providing a broad course of study for the elementary students, the PE program will provide an opportunity for grade level teachers to meet regularly in PLCs. Hire 3.0 PE Teachers.	\$300,000	S&C	New
3	Intervention Teacher at Bridges	\$239,761	S&C	New
1	Professional Development – 2.25 S.E.A.L. Coaches	\$213,017 \$71,005	Title III Other State	Same Modified
1	New teacher training (BTSA stipend and contract)	\$190,959	Title II	Same
3	Special Education Support (Professional Development and a 4-hour Para Clerk)	\$100,000	S&C	New
3	Alternative Education	\$100,000	S&C	New
3	Summer School	\$100,000 \$50,000	Title I Title III	Same Modified
1	Professional Development – ICLE Common Core/Next Generation Science Training	\$80,000	Title II	New
3	CELDT Testing	\$45,000	S&C	Same
1	Recruitment & retention of employees Special Education signing bonus	\$39,200	Title II	Same Modified
1	Teacher stipends	\$35,000	S&C	New
1	Professional Development – ICLE Tobacco Use Prevention	\$31,706	Other	New

1	Consultants (Means, Tidyman, Jackson, Venning)	\$26,195	S&C	Same Modified
1	Professional Development – ICLE Common Core	\$23,494	S&C	Same Modified
1	Professional Development - New Teacher Professional Learning Communities Training	\$5,000	Title I	New

(4) Instructional Technology: \$848,356

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
1	Consultants (Venning)	\$57,800 \$31,005	Title II Title III	Same Modified
3	2.0 computer technicians will support the sites with the implementation of tools for 21st Century, site technology reps will provide teachers with training and support in implementation of instructional technology (50% funded per site, 50% funded per district - \$4,000 stipend per site).	\$220,356 \$32,000	S&C Other State	New
3	The Compass Learning Program, a web based platform, will be provided to students in order to provide alternative learning settings for students in Independent Studies and small schools.	\$5,000	S&C	Same Modified
4	MacBooks & iPads will be provided to students to improve student engagement and implement the 21st Century Learning Plan.	\$423,000	S&C	New
4	iPad apps and carts will be provided as part of the 21st Century Learning implementation to improve student engagement.	\$200,000	S&C	New

(5) English Learner Support: \$2,690,022¹²

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
1	10% increase for teacher salary for professional development to review student assessment data in Professional Learning Communities & participate in coaching of instructional strategies to close the achievement gap and improve the academic achievement of our unduplicated students.	\$2,120,000	S&C	New
3	Provide adaptive software for intervention for reading and newcomers/English learners	\$15,000 \$90,000	S&C Title III	Same Modified
3	CELDT Testing	\$45,000	S&C	Same
3	Special Education Support (Professional Development and a 4 hour Para Clerk)	\$136,000	S&C	New
1	Professional Development – 2.25 S.E.A.L. Coaches	\$213,017 \$71,005	Title III Other State	New

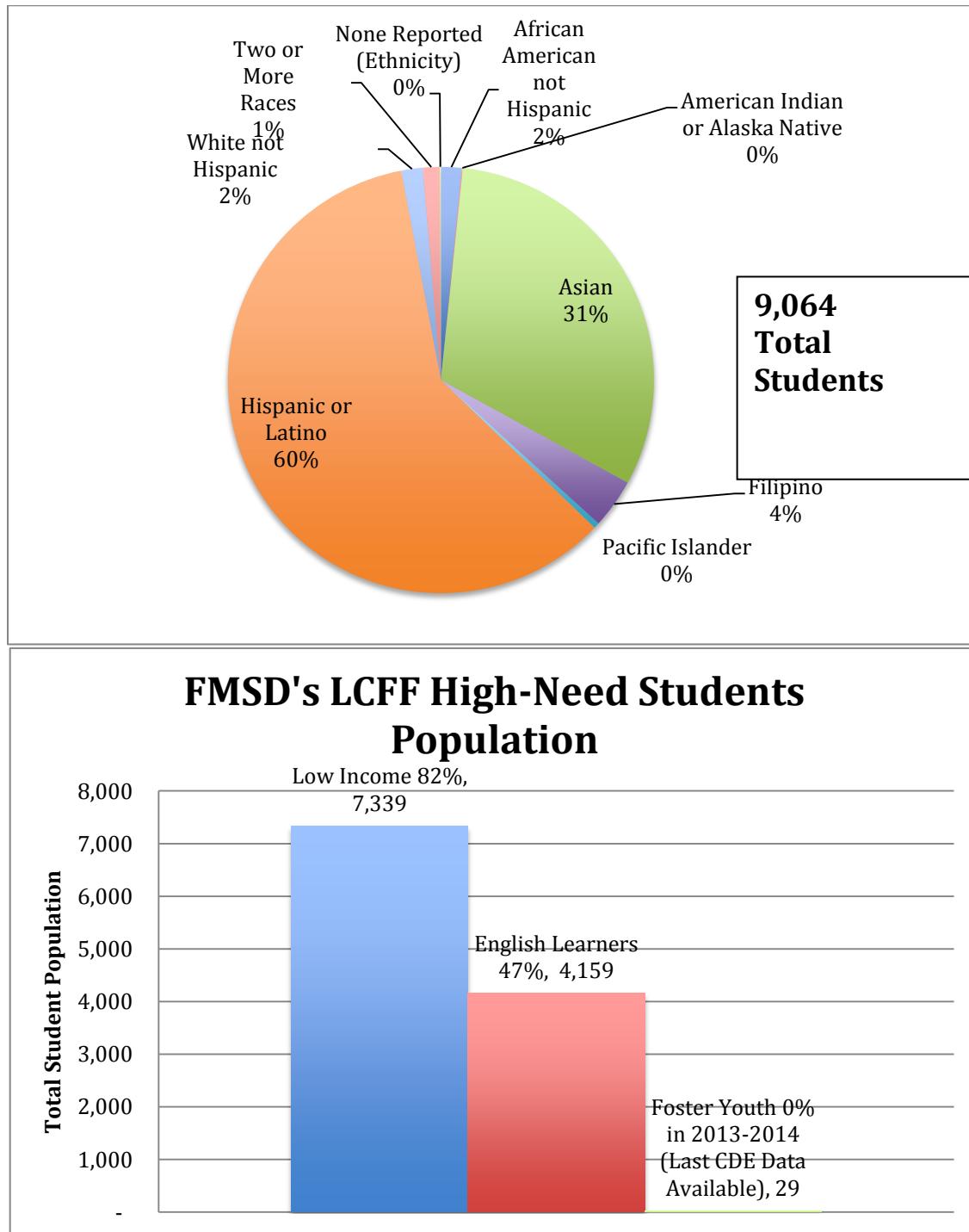
¹² These are the actions and services that the district characterized as being directed towards English Learners in the LCAP.

(6) Data Management & Assessment: \$4,246,579

Goal 15-16	Actions:	2015-16 Budgeted	Source of Funding	Same, New, Modified Action
1	Follett Software to track inventory of curriculum and textbooks	\$32,000	S&C	New
2	Brocade - Technology upgrade	\$486,648	S&C	New
3	Provide tools for monitoring, analyzing and communication the district's priorities (Illuminate, Renaissance STAR Assessment, DTS) and staff (Bob Wallingford) to support technology.	\$1,785,000	S&C	Same
3	Curriculum Support Providers will review student assessment data, meet with teachers in PLCs to review data, plan instruction and RTI to provide intervention to students and coach teachers in the implementation of the standards and strategies.	\$1,734,277 \$131,737	S&C Other	Same
3	A District Assessment TOSA will provide support with the data management system, training and support to the schools on the various assessments.	\$118,654	S&C	Same
4	A student data base system (Infinite Campus) will track student behavior, attendance and grades.	\$89,000	Base	Same Modified
4	An attendance tracking system will be used to track student attendance, notify school personnel and parents as needed, SARB if necessary.	\$90,000 \$35,000	S&C Base	New

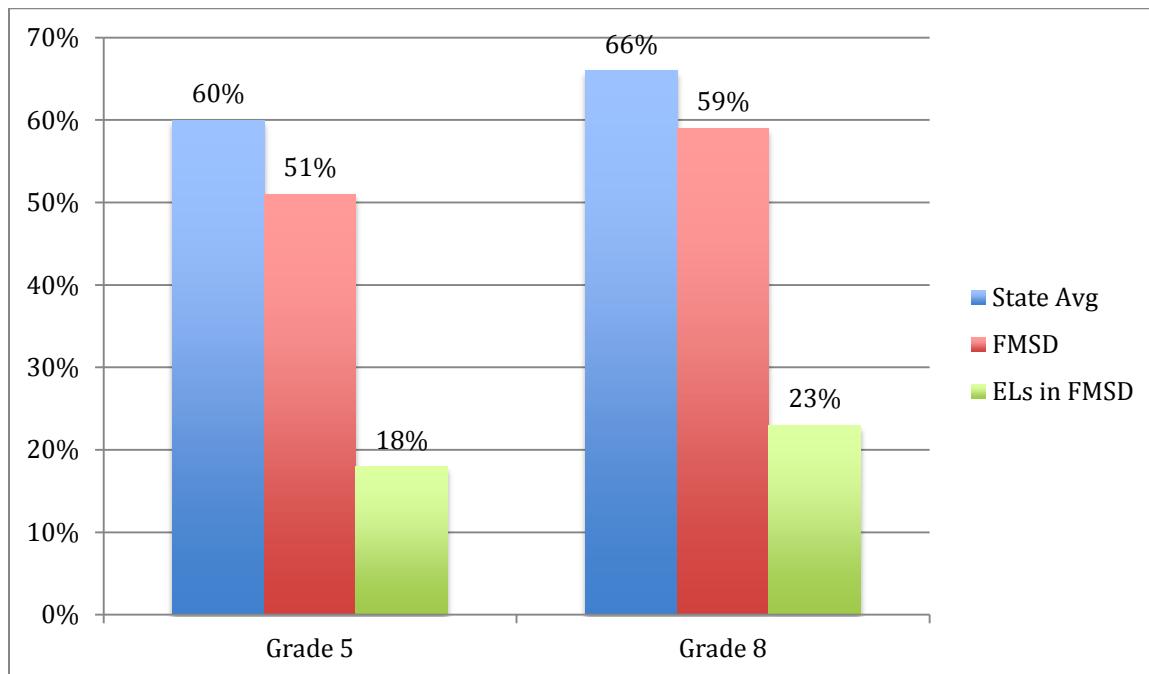
APPENDIX A: DISTRICT PROFILE

FMSD'S STUDENT DEMOGRAPHICS BY ETHNICITY & RACE 2014-2015

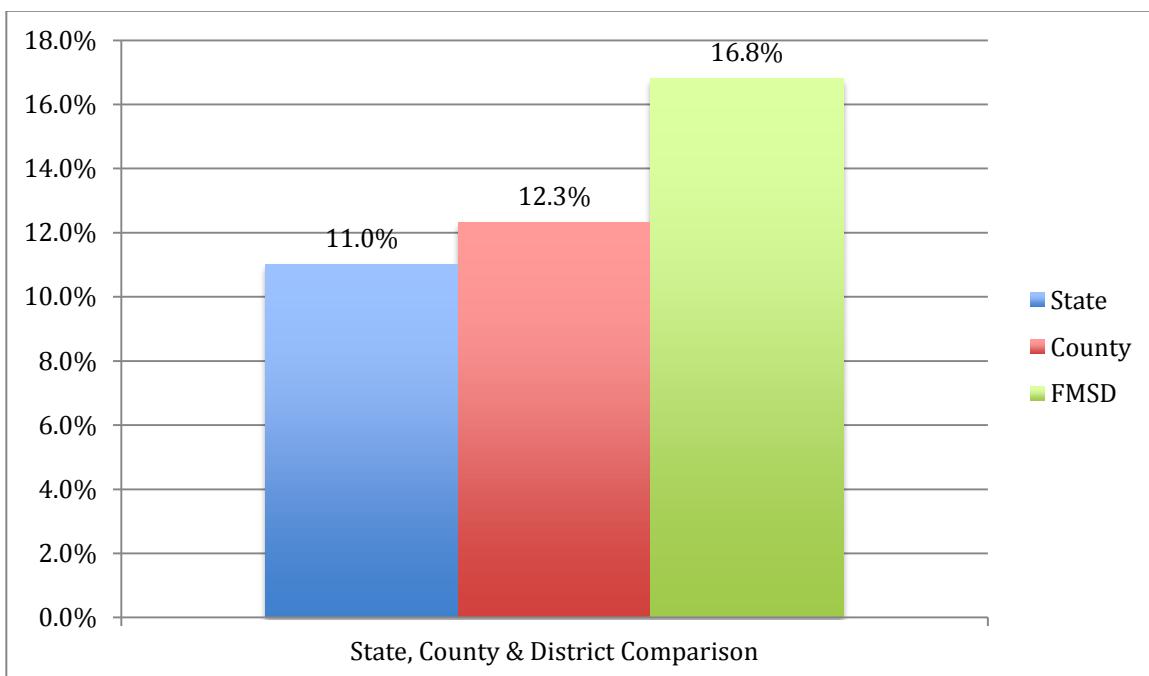


- Approximately 9,064 students attend FMSD and some 87.5% of these students are either low-income, English language learners or foster youth. These students are called “unduplicated” or “high-need students” under the new school finance law LCFF. In 2015-16, FMSD will have 16 schools.

2013 SCIENCE TEST RESULTS: % ADVANCED OR PROFICIENT



2014-15 ENGLISH LEARNER RECLASSIFICATION RATES



	Total English Learners	Total Students Redesignated Fluent-English-Proficient
State	1,392,263	154,959
County	66,784	8,381
FMSD	5,585	1,004

*See California Department of Education, Data Quest, <http://data1.cde.ca.gov/dataquest/> (last visited Aug. 25, 2015).

DISTRIBUTION OF ENGLISH LEARNER & LOW-INCOME STUDENTS ACROSS FMSD

School	Total Enrollment	English Learners	% English Learners	Free or Reduced Price Meals	% Free or Reduced Price Meals	2014-15 % EL, LI, or Foster Youth
Bridges Academy	597	218	37%	486	81%	84%
Captain Jason M. Dahl Elementary	652	380	58%	576	88%	93%
College Connection Academy	141	20	14%	100	71%	74%
Franklin Elementary	796	453	57%	673	85%	91%
G. W. Hellyer Elementary	434	209	48%	330	76%	86%
Jeanne R. Meadows Elementary	507	260	51%	415	82%	88%
Lairon College Preparatory Academy	516	224	43%	494	96%	96%
Los Arboles Literacy and Technology Academy	489	345	71%	464	95%	99%
McKinley Elementary	434	333	77%	412	95%	98%
Ramblewood Elementary	413	182	44%	262	63%	76%
Robert F. Kennedy Elementary	532	315	59%	459	86%	92%
Santee Elementary	409	310	76%	401	98%	99%
Shirakawa (George, Sr.) Elementary	871	326	37%	601	69%	76%
Stonegate Elementary	688	321	47%	557	81%	89%
Sylvandale Middle	776	162	21%	634	82%	83%
Windmill Springs Elementary	584	241	41%	388	66%	78%

*Success Academy omitted because school is closing in 2015-16.