2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Kennedy Elementary School
Address:	630 Ponce de Leon Stockton, CA 95210
CDS Code:	6042667
District:	Stockton Unified School District
Principal:	Chris Goodwin
Revision Date:	February 8, 2018
District Governing Board approved:	April 10, 2018

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

Contact Person:	Chris Goodwin
Position:	Principal
Phone Number:	209-933-7225
E-mail Address:	cgoodwin@stocktonusd.net

Contents

SECTION I: BACKGROUND

Purpose/Intent

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.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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

■ English Learner Parent Involvement Committee

_____ Signature

☐ Special Education Advisory Committee

_____ Signature

☐ Gifted and Talented Education Program Advisory Committee

_____ Signature

☐ District/School Liaison Team for schools in Program Improvement

_____ Signature

☐ Compensatory Education Advisory Committee

_____ Signature

☐ Departmental Advisory Committee (secondary)

_____ Signature

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

_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on February 8, 2018 _____.

Attested:

Chris Goodwin
_____
Typed Named of School Principal

Stephanie Marchant
_____
Typed Named of SSC Chairperson

_____
Signature of School Principal

_____
Signature of SSC Chairperson

4-6-18
_____
Date

4-6-18
_____
Date

Mission

Insert the school site's mission.

> The mission of the Kennedy Community is to cultivate life-long learners, responsible and caring citizens, and critical thinkers. We believe in the development of the whole child and celebrating individual growth. We are committed to the inclusion of project based learning, 21st century skills and social awareness.

Vision

Insert the school site's vision.

> Team Kennedy will be recognized for cultivating positive members of society that are college and career ready.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

> John F. Kennedy School is located in northwest Stockton, CA and was originally built in 1964. It provides instruction for approximately 650 students, Pre-School thru 8th grade. Kennedy School is rich in cultures and languages. Our students come from Hispanic (43%), Asian (14%), African American (27%), Caucasian (4%), Filipino (3%), and other cultures (9%). In addition to English, Kennedy families speak Spanish. Hmong, Khmer, Lao, Pashto, Filipino, Khmu, and Vietnamese. Our students strive to reach for the STARS by being Safe, Trustworthy, Accountable for their actions, Respectful to their peers and all staff members, and to act Scholarly at all times. Kennedy scholars enjoy participating in the Kennedy Games, Kennedy Dance Crew, Family Nights, Science Club, PLUS, AVID and yearbook. This year students will also have an opportunity to participate in board games and intramural sports during lunch time. We have opportunities for our parents as well. All parents are invited to our monthly Parent Coffee Hour, Parent Academy, and parent classes that address such topics as: nutrition, bullying, positive discipline, the Common Core State Standards, how to support their child at home so they are successful in school and learning English as a Second Language.
>
> Kennedy School not only has parent support but community support. Bear Creek Community Church, Premier Credit Union and other community organizations have adopted Kennedy School. Kennedy teachers are part of a Professional Learning Community where they collaborate to determine the most effective way to teach the Common Core State Standards, to use technology in the classroom, and to engage students in

meaningful learning and projects. Every student from Transitional Kindergarten to the 8th grade have access to laptops to support their learning and access to a computer lab. The Kennedy Community is an inclusive one. Students from general education classes and special education classes are supported by our Speech Therapist, Resource Teacher, 2 school counselors, GREAT Resource Officer, Intervention Teacher, 3 Special Education teachers, and 23 highly qualified General Education teachers. Each teacher is committed to providing quality education to each child. It is our sincere belief that the journey to college and career begins at John F. Kennedy School. As a result, we have implemented the AVID College Readiness Program, are implementing a school wide writing program, and are teaching students how to develop the Executive Functions or life skills such as; organization, goal setting, flexibility, planning, and initiation to be successful in college, in their chosen profession, and in life.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Increase academic proficiency through implementation of schoolwide AVID strategies in literacy and math
- Operate as a Professional Learning Community with a focus on the data team process
- Increase STEM opportunities (e.g. PLTW) for students

Identify the major expenditures supporting these priorities.
- Program Specialist
- Instructional Coach
- AVID, PLTW, and PLC professional development

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
    - Instructional coach monitored and provided professional development*
    - Teachers received professional development on strategies related to core instruction (RACE*, Close reading*, DOK, first-last-first-first-first, SS light bulb-sentence structure [Nancy Fetzer])
    - Provided tutoring to students that were unable to participate in Step Up*
    - Teachers were provided time to collaborate and plan during the instructional day in addition to contracted collaboration time*
    - Teachers were provided support in interpretation of data by the program specialist*
    - Teachers were provided supplemental support materials for instruction (grades 7-8)
    - Parents were provided necessary and appropriate supplies to complete meeting obligations*
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
    - All strategies were fully implemented
- What specific actions related to those strategies were eliminated or modified during the year?
    - No strategies were eliminated or modified.
- Identify barriers to full or timely implementation of the strategies identified above.
    - Substitute availability was a barrier.
    - Another barrier is building shared knowledge and capacity with all teachers in order to fulfill deep implementation of PLCs that is data driven
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
    - Reschedule professional development.

- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
  - Implementation of strategies was delayed as professional development opportunities had to be rescheduled at times due to substitute availability.
  - Since collaborative teams are not fully implemented, data decisions are not being made resulting in lack of improvement with MAP,
  - Other than that, strategies were implemented fully and timely.
- What data did you use to come to this conclusion?
  - Agenda, minutes/notes, coaching logs, and timesheets.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Identify those strategies or activities that were particularly effective in improving student achievement.

- Instructional coach monitored and provided ongoing professional development to all teachers*
- Teachers received professional development on strategies related to core instruction (RACE*, Close reading*)
- Provided tutoring to students that were unable to participate in Step Up*
- Teachers were provided time to collaborate and plan during the instructional day in addition to contracted collaboration time*
- Teachers were provided support in interpretation of data by the program specialist*
- Parents were provided necessary and appropriate supplies to complete meeting obligations*

What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Instructional coach monitored and provided professional development*
  - Teacher feedback and PLC minutes
  - Increase in use of strategies in classroom instruction
  - Increase in MAP scores for ELA and Math
- Teachers received professional development on strategies related to core instruction (RACE*, Close reading*)
  - Monthly records (agendas, minutes, etc.) of professional development
  - Teacher feedback
  - Common Formative Assessment data from grade level teams
  - Increased use of strategies in classroom instruction as evidenced by observation and student product
  - Increase in MAP scores
- Provided tutoring to students that were unable to participate in Step Up*
  - Assessment data for students participating in after school tutoring show improvement in MAP and CFA (collaborative team developed, UOS pre/post)
- Teachers were provided time to collaborate and plan during the instructional day in addition to contracted collaboration time*
  - Teacher feedback
  - Records of teams using the PLC process to identify essential outcomes, create CFAs, analyze data, developed SMART goals, and some grade levels used SMART goals and CFA data to provide intervention and enrichment
  -

- Teachers were provided support in interpretation of data by the program specialist (PS)*
  - Records (data analysis organizer) of PS guiding teachers in analysis of MAP, EL, and SBAC data by identifying student strengths and weaknesses and identifying strategies targeted for weaknesses
- Parents were provided necessary and appropriate supplies to complete meeting obligations*
  - Agendas were created and distributed at each meeting. Robert Rules of Order was presented to parents, handouts distributed when appropriate. SSC roles and responsibilities were distributed and reviewed.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

- Nancy Fetzer
- Since the PLC process was not fully and consistently implemented, it has yet to have maximum intended effect on increasing student achievement

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement.

- Lack of ongoing professional development and teacher buy-in, strategies were not implemented with fidelity
- Not appropriately matched to student needs/student population
- Lack of a cohesive professional development plan

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

How was the School Site Council (SSC) involved in development of the plan?

- The Single Plan was developed by a team of educators and presented to the SSC for input.

How were advisory committees involved in providing advice to the SSC?

- The school plan was presented to the leadership team, staff, and ELPIC committee for review and input.

How was the plan monitored during the school year?

- The parent compact and parent involvement policies were reviewed and parent newsletters were sent home for each unit of study.
- Other than that, the plan was minimally monitored throughout the year.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- A comprehensive monitoring plan needs to be developed and implemented systematically which includes ongoing data analysis by all shareholder groups (parents, students, staff, community partners)
- Surveying teachers, parents and students will occur to gather input

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Identify any goals (priorities) in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- PLCs have been created and teacher teams are in the beginning stages of the PLC cycle.

Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- Increase academic proficiency through implementation of schoolwide AVID strategies in literacy and math
  - not met
- Operating as a Professional Learning Community with a focus on the data team process
  - partially met (beginning stages)
  - PLCs have been created and teacher teams are in the beginning stages of the PLC cycle.
- Increase STEM opportunities (e.g. PLTW) for students
  - partially met

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- AVID strategies were not met due to lack of ongoing professional development and strategies being utilized in the elective class only.
- STEM opportunities were partially met because only certain teachers received PLTW professional development. Also, not all trained teachers received PLTW equipment and curriculum

Based on this information, what might be some recommendations for future steps to meet this goal?
- Provide ongoing professional development for all teachers in AVID strategies and PLTW
- Provide opportunities for teachers to attend AVID Summer Institute and PLTW summer training
- Ensure PLTW equipment and curriculum are available for all grades

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

> English Learner Progress: Based on data from the California School Dashboard, English Learners increased by 2.3%. Teachers, paraprofessionals, Instructional Coach, Program Specialist, and site administration have been direct recipients of significantly relevant and appropriate professional learning and best practices of integrated and designated ELD strategies and framework. Through these constructive conversations, teachers and paraprofessionals can make timely appropriate corrections with enthusiasm to benefit the English Learners. Kennedy will continue to receive support from the Language Development Office during school year 2017-2018 to inform site administration of what integrated and designated ELD strategies look like in the classroom, provide hands on experiential professional learning, and support the site with interventions, strategies, and best practices to maximize efforts for English Learners to reclassify at their earliest chance possible.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

> Based on the California School Dashboard, suspensions, Math and ELA indicators are identified as falling in the "Red" or "Orange" performance category. Prior to the release of the Dashboard, Kennedy has been actively monitoring and adjusting discipline responses including suspension and expulsions. Kennedy refocused its efforts in the implementation of Positive Behavior and Intervention Supports (PBIS) framework to include significant training to teachers, administrators and staff, developed a discipline toolkit, and using evidence-based practices to address student behaviors and adult responses and interactions, such as restorative justice/practice, CHIEF (executive function) lesson, and second step social skill development lessons. Kennedy administration has recently implemented a behavior support plan in which administration will be visiting classrooms daily beginning with grades 6-8. The data as a result of these refocused efforts should begin actualizing gains in the upcoming years. Kennedy identified three areas that require improvement to facilitate positive results in student achievement.
>
> **Improvement of Measuring Systems**:
>
> Improving the school's measuring systems will aid in reviewing the right data, along with goals and available funding to better inform decisions relating to program/initiative implementation or discontinuation. It is well understood phases will need to be implemented to ensure all stakeholders fully understand the data being accessed, how to replicate (pull) the data, and how to effectively and consistently analyze the data before another layer is provided.
>
> **Narrow the Focus of Initiatives/Programs**:
>
> The school has had many different initiatives and/or programs being implemented or seeking to be implemented within the last several years. As we move into school year 2017-2018 administration has been conducting an evaluation of school programs. The first step is to identify the specific initiatives/programs, assess the effectiveness to improve student achievement to the standards, and determine if the

initiatives/programs is inclusive of all students. Secondly, ensure stakeholders have a common understanding of the purpose/intent, cost, accountability, effectiveness and desired student outcomes. Finally, administration will use initiative/program evaluation data to develop a final list of initiatives/programs that will become the focus for instruction and schoolwide systems for Kennedy.

Increase the Implementation of Initiatives/Programs with Fidelity:

Resulting from the narrowed focus of initiatives/programs, strategic planning will be conducted and documented to ensure consistency in the roll-out and use of programs and activities that impact the students and their attainment of academic success. Through careful analysis of data, including having appropriate systems in place, the school will have verifiable and creditable data to provide recommendation of implementation, enhancement or discontinuation of initiatives/programs based on their level of implementation and identified effectiveness. Furthermore, by determining the level of fidelity, school leadership can work with teachers and staff who are not meeting the requirements for the initiatives/programs to develop action plans for adherence.

Performance Gaps
Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Academic ELA Indicator:

In this indicator, "All Students" is designated as "Red" with students scoring an average of 74.6 points below level 3 and a decline of 19 points. Four student subgroups met the performance gap criteria ("Red") and they are English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and African American. Two student subgroups met the performance gap criteria ("Orange") and they are Asian and Hispanic. In the general education setting, professional development is provided to teachers specifically in differentiated instruction as these practices help to provide adjusted instruction to various level of students. SUSD has vastly improved the Units of Study to "exemplary" status. These Units of Study are a framework that provides teachers to naturally differentiate instruction and provide instruction in a manner that is engaging and relevant to students. In addition, assessments are aligning and being revised to align with the Units of Study to provide real-time feedback on student mastery to reinforce exceptional first teaching and areas for re-teaching. Kennedy's Instructional Coach provides coaching to teachers to aid in improving instructional practices that support student engagement and achievement. Also, grade level teams work collaboratively in professional learning communities every other week to develop common formative assessments and analyze student data from the assessments to provide intervention and enrichment. Further, professional development is provided to teachers in Advancement Via Individual Determination (AVID). Teachers also participate in monthly academic conferences in which they review student performance data to develop and provide targeted intervention and enrichment for all students.

Academic Math Indicator:

In this indicator, "All Students" is designated as "Orange" with students scoring an average of 80.8 points below level 3 and a decline of 20.5 points. Two student subgroups met the performance gap criteria ("Red") and they are Students with Disabilities and African American. Four student subgroups met the performance gap criteria ("Orange") and they are Asian, Socioeconomically Disadvantaged, English Learners, and Hispanic. In the general education setting, professional development is provided to teachers specifically in differentiated instruction as these practices help to provide adjusted instruction to various level of students. SUSD has vastly improved the Units of Study to "exemplary" status. These Units of Study are a framework that provides teachers to naturally differentiate instruction and provide instruction in a manner that is engaging and relevant to students. In addition, assessments are aligning and being revised to align with the

Units of Study to provide real-time feedback on student mastery to reinforce exceptional first teaching and areas for re-teaching. Kennedy's Instructional Coach provides coaching to teachers to aid in improving instructional practices that support student engagement and achievement. Also, grade level teams work collaboratively in professional learning communities every other week to develop common formative assessments and analyze student data from the assessments to provide intervention and enrichment. Further, professional development is provided to teachers in Advancement Via Individual Determination (AVID). Teachers also participate in monthly academic conferences in which they review student performance data to develop and provide targeted intervention and enrichment for all students.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

During the 2016-17 school year, the preliminary plan was developed by the leadership team using various assessment data such as MAP, SBAC, CELDT, Unit of Study post assessments, and discipline data. After the preliminary plan was developed, it was presented to various stakeholder groups for input and feedback. Presentations were made to the ELPIC committee, staff, and School Site Council and each group was provided the opportunity to provide feedback and input that were included in the development of the final plan.

ELPIC December 9, 2016

School Site Council December 9, 2016

Staff Meeting December 6, 2016

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement
- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

Student Interventions
- Tier 2
  - English Learners
  - After School
  - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities
- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM, etc.), data analysis, academic conferences, etc. focusing on evidenced based, instructional practices, assessments, curriculum, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended	Trimester	$53,602 $127,304 $6,700 (Salary/Benefits) $10,000 (Teacher Substitute Pay) $8,000 (Teacher Additional Comp) $5,200 (Conference)	Title I LCFF	19101 11700 11500 52150
1.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention or web-based programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, etc.)	Teacher Technology Usage Student Technology Usage Binder checks	Monthly	$7,500 $13.465 (Books) $21,730 (Instructional Materials) $1,398 $3,000 (Non-Instructional Materials) $19,000 (Equipment) $7,000 (Duplicating) $2,000 (Equipment Repair) $3,500 (Maintenance Agreement)		

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM, etc.), data analysis, academic conferences, etc. focusing on evidenced based, instructional practices, assessments, curriculum, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended	Trimester	$53,602 $127,304 $6,700 (Salary/Benefits) $10,000 (Teacher Substitute Pay) $8,000 (Teacher Additional Comp) $5,200 (Conference)	Title I LCFF	19101 11700 11500 52150
2.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention or web-based programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, etc.)	Teacher Technology Usage Student Technology Usage Binder checks	Monthly	$7,500 $13.465 (Books) $21,730 (Instructional Materials) $1,398 $3,000 (Non-Instructional Materials) $19,000 (Equipment) $7,000 (Duplicating) $2,000 (Equipment Repair) $3,500 (Maintenance Agreement)		

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM, etc.), data analysis, academic conferences, etc. focusing on evidenced based, instructional practices, assessments, curriculum, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended	Trimester	$53,602 $127,304 $6,700 (Salary/Benefits) $10,000 (Teacher Substitute Pay) $8,000 (Teacher Additional Comp) $5,200 (Conference)	Title I LCFF	19101 11700 11500 52150
3.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention or web-based programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, etc.)	Teacher Technology Usage Student Technology Usage Binder checks	Monthly	$7,500 $13.465 (Books) $21,730 (Instructional Materials) $1,398 $3,000 (Non-Instructional Materials) $19,000 (Equipment) $7,000 (Duplicating) $2,000 (Equipment Repair) $3,500 (Maintenance Agreement)		

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate
- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., ASSIST, etc.), etc. to decrease discipline and improve attendance.	# of student being referred for social/emotional issues # of students referred to outside counseling agencies # of student being referred to in-house counseling # of student attending school # of student attending on time # of discipline referrals # of students suspended # of student suspensions related to non-instructional time	Monthly	$0		

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., ASSIST, etc.), etc. to decrease discipline and improve attendance.	# of student being referred for social/emotional issues # of students referred to outside counseling agencies # of student being referred to in-house counseling # of student attending school # of student attending on time # of discipline referrals # of students suspended # of student suspensions related to non-instructional time	Monthly	$0		

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program,	# of student being referred for social/emotional issues # of students referred to outside counseling agencies	Monthly	$0		

counseling, structured student engagement activities (e.g., ASSIST, etc.), etc. to decrease discipline and improve attendance.	# of student being referred to in-house counseling ered # of student attending school # of student attending on time # of discipline referrals # of students suspended # of student suspensions related to non-instructional time					

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of meeting coordinated # of parents attending meetings # of parents attending parent/teacher conferences	Monthly	$500 $27 $500 (Parent Meeting) $2,282 (Conference)	Title I LCFF	43400 52150

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of meeting coordinated # of parents attending meetings # of parents attending parent/teacher conferences	Monthly	$500 $27 $500 (Parent Meeting) $2,282 (Conference)	Title I LCFF	43400 52150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of meeting coordinated # of parents attending meetings # of parents attending parent/teacher conferences	Monthly	$500 $27 $500 (Parent Meeting) $2,282 (Conference)	Title I LCFF	43400 52150

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Chris Goodwin	9/2017	9/2019	X			
Maridee Stanley Stephanie Marchant Jennifer Grames	9/2017 9/2017 9/2017	9/2019 9/2019 9/2019		X X X		
Celeste Palacio-Figueroa	9/2017	9/2019			X	
Maria Navarro Maria Bernardino Sandra Garcia Soraya Palacios Cristina Villanueva	9/2016 9/2016 9/2016 9/2016 9/2016	9/2018 9/2018 9/2018 9/2018 9/2018				X X X X X
Numbers of members of each category:			1	3	1	5

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

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: KENNEDY ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

	Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 InstructionaL-General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits								
	11500	Teacher - Add Comp					$ -	
	11700	Teacher Substitute					$ -	
	12151	Counselor					$ -	
	13201	Assistant Principal					$ -	
	19101	Program Specialist			6,700		$ 6,700.00	Goal 1 - 1
	19101	Instructional Coach			53,602		$ 53,602.00	Goal 1 - 1
	19500	Instr. Coach-Add Comp					$ -	
	21101	Instructional Assistant					$ -	
	21101	CAI Assistant					$ -	
	21101	Bilingual Assistant					$ -	
	24101	Library Media Clerk					$ -	
	29101	Community Assistant					$ -	
		Additional Comp/Hourly					$ -	
		Montessori Assistant					$ -	
		TOTAL PERSONNEL COST		$ -	$ 60,302.00	$ -	$ 60,302.00	
Books & Supplies								
	42000	Books			7,500		$ 7,500.00	Goal 1 - 2
	43110	Instructional Materials			21,370		$ 21,370.00	Goal 1 - 2
	43200	Non-Instructional Materials			1,398		$ 1,398.00	Goal 1 - 2
	43400	Parent Meeting		527			$ 527.00	Goal 3 - 1
	44000	Equipment			19,000		$ 19,000.00	Goal 1 - 2
	43150	Software					$ -	
		Sub-Total-Supplies		$ 527.00	$ 49,268.00	$ -	$ 49,795.00	
Services								
	57150	Duplicating			7,000		$ 7,000.00	Goal 1 - 2
	57250	Field Trip-District Trans					$ -	
	57160	Nurses					$ -	
	57400	CorpYard					$ -	
	56590	Maintenance Agreement					$ -	
	56530	Equipment Repair			2,000		$ 2,000.00	Goal 1 - 2
	52150	Conference		2,282	20,000		$ 22,282.00	Goal 3 - 1; Goal 1 - 1
	59140	Telephone					$ -	
	58450	License Agreement					$ -	
	58720	Field Trip-Non-District Trans					$ -	
	58920	Pupil Fees					$ -	
	58100	Consultants-instructional					$ -	
	58320	Consultants-Noninstructional					$ -	
		Sub-total-Services		$ 2,282.00	$ 29,000.00	$ -	$ 31,282.00	
		Total		$ 2,809.00	$ 138,570.00	$ -	$ 141,379.00	
		Differential		-	-			
		2016-17 Carryover		27	37,665		37,692	
		Revised 2017-18 Allocation		2,782	100,905		103,687	
				2,809	138,570		141,379	

SCHOOL NAME: KENNEDY ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

	Object	Description	FTE	LCFF/SCE 23030 InstructionaL-SCE/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
	11500	Teacher - Add Comp		8,000		$ 8,000.00	Goal 1 - 1
	11700	Teacher Substitute		10,000		$ 10,000.00	Goal 1 - 1
	12151	Counselor				$ -	
	13201	Assistant Principal				$ -	
	19101	Program Specialist		127,304		$ 127,304.00	Goal 1 - 1
	19101	Instructional Coach				$ -	
	19500	Instr. Coach-Add Comp				$ -	
	21101	Instructional Assistant				$ -	
	21101	CAI Assistant				$ -	
	21101	Bilingual Assistant				$ -	
	24101	Library Media Clerk				$ -	
	29101	Community Assistant				$ -	
		Additional Comp/Hourly				$ -	
						$ -	
		TOTAL PERSONNEL COST		$ 145,304.00	$ -	$ 145,304.00	
Books & Supplies							
	42000	Books		13,465		$ 13,465.00	Goal 1 - 2
	43110	Instructional Materials				$ -	
	43200	Non-Instructional Materials		3,000		$ 3,000.00	Goal 1 - 2
	43400	Parent Meeting		500		$ 500.00	Goal 3 - 1
	44000	Equipment				$ -	
	43150	Software				$ -	
		Sub-Total-Supplies		$ 16,965.00	$ -	$ 16,965.00	
Services							
	57150	Duplicating				$ -	
	57250	Field Trip-District Trans				$ -	
	57160	Nurses				$ -	
	57400	CorpYard				$ -	
	56590	Maintenance Agreement		3,500		$ 3,500.00	Goal 1 - 2
	56530	Equipment Repair				$ -	
	52150	Conference				$ -	
	59140	Telephone				$ -	
	58450	License Agreement				$ -	
	58720	Field Trip-Non-District Trans				$ -	
	58920	Pupil Fees				$ -	
	58100	Consultants-instructional				$ -	
	58320	Consultants-Noninstructional				$ -	
		Sub-total-Services		$ 3,500.00	$ -	$ 3,500.00	
		Total		$ 165,769.00	$ -	$ 165,769.00	
		Differential		-		-	
		Allocations		165,769		165,769	