



**2017-2020**

**Single Plan for Student Achievement (SPSA)**

**Site Strategic Plan**

<b>School:</b>	Martin Luther King, Jr. Elementary School
<b>Address:</b>	2640 E. Lafayette, Stockton, Ca. 95258
<b>CDS Code:</b>	6042568
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Connie M. Fabian
<b>Revision Date:</b>	January 11, 2018
<b>District Governing Board approved:</b>	April 10, 2018

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

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**Contents**

**SECTION I: BACKGROUND ..... 3**

- Purpose/Intent ..... 3
- Recommendations and Assurances ..... 4
- Mission ..... 5
- Vision..... 5
- School Site Story ..... 5

**SECTION II: EVALUATION ..... 7**

- Plan Priorities ..... 7
- Plan Implementation..... 7
- Strategies and Activities ..... 9
- Involvement/Governance..... 10
- Outcomes ..... 10
- Summary of Review of Overall Performance..... 12

  - Greatest Progress..... 12
  - Greatest Needs..... 12
  - Performance Gaps..... 12

**SECTION III: STAKEHOLDER OUTREACH ..... 13**

- Stakeholder Involvement..... 13

**SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS.... 14**

- Strategic Planning Details and Accountability ..... 14

  - LCAP Goal 1: Student Achievement..... 14

    - Strategic Area of Focus ..... 14

  - LCAP GOAL 2: Safe and Healthy Learning Environments ..... 21

    - Strategic Area of Focus ..... 21

  - LCAP Goal 3: Meaningful Partnerships ..... 25

    - Strategic Area of Focus ..... 25

Section V: School Site Council Membership ..... 29

Section VI: Budget Allocation Spreadsheets ..... 30

## 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) 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  
  
Signature

English Learner Parent Involvement Committee

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 January 11, 2018

Attested:

\_\_\_\_\_  
Connie M. Fabian  
Typed Name of School Principal

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

\_\_\_\_\_  
1/11/18  
Date

\_\_\_\_\_  
Julie Carter  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
1/11/18  
Date

## **Mission**

Insert the school site's mission.

Our mission is to empower students to reach their highest potential, inspire excellence, and engage members of the school community in an effort to enhance the students' academic excellence. In our Guiding Principles, we strive to achieve the following:

- Demonstrate our Tribes Agreements of Mutual Respect, Attentive Listening, Appreciation, and No Put-Downs.
- Use rigorous, challenging standards-based instructional programs and practices that ensure all students attain academic proficiency.
- Provide a safe and structured learning environment.
- Establish and maintain partnerships with businesses and social service agencies in order to fully meet students' needs
- Immerse students in a variety of learning experiences through all learning styles.
- Build students' self-esteem to ensure they become self-reliant, confident, productive citizens.
- Encourage parental participation to be active participants in their child's education at school and at home.

## **Vision**

Insert the school site's vision.

At Martin Luther King, Jr. Elementary, we believe it takes all members of the school community to prepare our students with the 21st Century Skills necessary to compete in the future Global Market. We believe if provided a highly engaging and enriching learning environment students will succeed.

## **School Site Story**

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

Martin Luther King, Jr. Elementary School is a TK-8 school in Stockton, California sitting in a low socio-economic setting (81% SED). However, due to the many programs and the highly trained teaching staff, King school draws from all over Stockton. King School's current enrollment is around 965 students with 36 classrooms. The school was recently remodeled and continues to update in the area of technology with the goal of having a 1:1 status of Chromebooks for all students. King Currently has close to 900 Chromebooks on site.

King School's demographics include a high population of English Learners (53%). Therefore, our English Learner program is a big focus for our school. Teacher's have been trained in strategies by the SUSD Language Development Office and the San Joaquin County Office of Education to assist students to progress in their English fluency in reading, writing, listening, and speaking. We encourage our students' bilingualism.

Extended day programs target English Learners to provide accelerated learning for those students close to being reclassified. Our “New Comers” are supported by a well trained Bilingual Aide and the Program Specialist to help them access the rigorous core material in the classrooms.

At King School, we provide many programs that enrich the lives of our students and provide safety nets when necessary for students that are at risk. King School has a full-time music teacher who provides classroom music. There are over 100 students involved in the band and orchestra. King School also has a strong MESA program where students participate in STEM activities and contests at the University of the Pacific. Additionally, King is working with the San Joaquin County Office of Education (SJCOE) STEM department to increase the level of Science application and knowledge. Students have opportunities to participate in the PLUS program, Chess Club, Kennedy Games, and various sports teams.

To assist those students who may be at risk for learning, the school CARE Team monitors and sets up safety net strategies and interventions that help the students find success in the school program. Some of the safety net strategies include tutoring programs, accelerated reading intervention, reading buddies, high school mentors, RSP and Speech and Language Services (7.25%), on-site health clinic, on-site monthly dental program, parent resource center, attendance check in system, school uniform program, and positive behavioral interventions and behavior support plans.

The teaching staff and support staff work together in PLCs (Professional Learning Communities) to plan units of study around the priority standards and create common formative assessments (CFAs) to monitor student learning. In order to prepare our students for the 21st Century, technology at our school is utilized daily by all students. The district and school have purchased laptops and Chromebooks for the students with the goal of having a 1:1 ratio. Our students have access to the online math and language arts programs ST Math and Compass Learning. Students take quizzes on Accelerated Reader after completing reading assignments. Each and every student has a set reading goal. There are several incentive programs to encourage students to meet their learning goals. Monthly, students are recognized at the "Student of the Month" assemblies for good citizenship and for academic achievement. Students also receive acknowledgement for meeting reading goals through the Principal's Reading Club. Honor Roll students are invited to a Honor Roll activity after each report card period. Students with perfect attendance each quarter are entered into a raffle for a variety of donated prizes. Finally, our Family Resource Center provides daily assistance to parents. Classes are provided on educational, health, and parenting topics. The district's Adult School of Ed. pays for an ESL teacher where English is taught to parents. Parents are always welcome in the center and the center serves as a liaison between the parents and the school community. Parents have access to computers in the center as well. The Parent Teacher Organization (PTO) is one of the parent committees a parent can serve on. The School Site Council and English Language Advisory Committee (ELAC) provide meeting opportunities for parents and staff. The PTO supports the school by fundraising and setting up family and student events. We strongly encourage our parents to be involved in the school community.

## 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.

#### ***Top priorities align to our goals:***

- ❖ All students will read and comprehend by the end of 3rd grade.
- ❖ All English Learners will increase 1 proficiency band until reclassification with the goal of being absolutely reclassified by high school.
- ❖ All students will use and apply common core math standards to problem solve real world problems and be prepared for college and career.
- ❖ Teachers to increase their effectiveness as a Professional Learning Community

#### ***Major Expenditures that support our goals include:***

- ❖ Full time Program Specialist and Instructional Coach
- ❖ Field trips related to college readiness
- ❖ Field trips connected to common core standards
- ❖ 1.5 FTE Bilingual Aides
- ❖ 1-Community Assistant for Parent Education and Outreach
- ❖ Accelerated Reader program and books for take home and library
- ❖ Tutoring and Intervention Programs
- ❖ Instructional Materials that support common core standards
- ❖ Technology, e.g. additional Chromebooks 2 additional carts were purchased out of King's budget
- ❖ Professional Development
- ❖ Resource Days, substitutes

### *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?

Several strategies for the 2016-17 school year were implemented. They include:

- An Instructional Coach, who co-planned and co-taught with teachers in agreed upon school-wide instructional practices.
- Extended Day and Summer School Programs
- Technology Integration
- Field Experiences K-8 including college visits
- Professional Development in building Common Formative Assessments, ELD, EL standards, and AVID
- Administration monitoring of classroom instruction
- Daily Reading and Accelerated Reader
- Incentives for Reading, Math (ST Math)
- Buddy Reading (PLUS with Kinders)

- Franklin Tutors
- Bilingual Aides
- Purchasing of Supplemental Instructional Materials, e.g. Informational Texts and Engage NY to support Common Core Math and UOS
- PLCs-regularly meet with common data cycle plan focused on 10 high priority standards
- EL and RFEP monitoring
- School Climate Strategies e.g. YMCA provides positive engaging activities during lunches to reduce conflict
- Parent Ed Engagement Night
- CARE Team
- REMS safety plan
- Attendance Tracking and Incentives, meetings for Kinder who are chronically absent
- Parent Center Activities, e.g. ESL classes, Wednesday information parenting classes/coffee hour
- Community Assistant
- Library Media Clerk-Increased library circulation
- VCC/School Counselor-Increased counseling groups and support
- STEM/Partnership with TOPPs from SJCOE.

Strategies that were not fully implemented include:

- MTSS training and implementation to the level of expertise
- Instructional Rounds with Leadership Team
- Data Folders were not fully implemented with goal setting worksheets for MAP, ELA, AR goals, Math Fluency
- Instructional Strategies that are non-negotiable, e.g. guided reading and literature circles
- Math Fact Fluency School-wide monitoring and incentive
- STEM elective started but no MESA
- Math Intervention
- Vocabulary Enrichment Activities
- Program Specialist Co-Plan and Co-Teaching ELD lessons through lesson studies
- Catch up plans
- Math Night Outreach
- TRIBES Professional Development

Some barriers that are possibly responsible to those strategies that were not implemented are time, additional trainings taking support staff off campus, monitoring of data files, student/parent conference times and teachers additional hours for parent outreach isn't enough hours, program specialist spends majority of her time organizing and facilitating all the district and state mandated assessments, focused heavily on LTELs and Literacy which made growth so Math didn't receive as much attention, no teacher to teach MESA, district granted release of a counselor and two middle school teachers in October so they could take advantage of job opportunities outside of our district. One of whom was our MESA teacher.

Some actions taken to adjust the plan during the 16-17 school year included inviting the district math program specialist to assist in demonstrations of instructional strategies in math. In our pre-planning for the 17-18 school year, based on multiple data sources we set goals to work on math, writing, and MTSS. We also held data summits with our PLCs that helped them monitor and adjust their goals and strategies to meet their own SMART goals.



## ***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

During the 2016-17 School year, most of our strategies were implemented which made for a busy year. Student performance on ELA and CELDT, determined the focus of the Instructional Coach and Program Specialist. The students of focus were in Grades 5th and 6th who had poor performance on the CAASPP for the Spring 2016, 16% (4th grade) and 19% (5th grade). Coaching and mentoring work was implemented with the teachers in 4th, 5th and 6th grades. There was special attention to the work and focus in PLC work on building common formative assessments to monitor student learning of the standards, reteaching, and common teaching strategies. An induction training for new staff members on good first literacy strategies and classroom management continued to support the newer teachers. As a result, 6th grade was one of the higher performing groups on the 2017 CAASPP with 43.3% of their students meeting or exceeding ELA standards.

The Intervention teacher pulled groups with students that were at the nearly met standard in Grades 5, groups of first graders, and an 8th grade group of students that needed additional help in order to meet reclassification. We have a group of high school seniors that tutor on a daily basis from the Franklin TLC program who worked with students in grades 1-3 to help us meet the overall goal of students reading and comprehending by 3rd grade. Additionally, the PLUS 5th, 7th, and 8th graders peer tutored with Kindergarten, 2nd, and 6th grade. We saw improvement for 6th grade in writing especially.

Another area of attention turned towards our English Learners. The number of students meeting annual growth saw an increase of 2% for the 15-16 school year at 52.8% and our reclassification rate increased by 4.6% to 13.2%. Our reclassification rate was higher than the district and California rate. In order to keep the momentum going, certain strategies were implemented. Our goal for the 16-17 school year was to increase it by 5% to 18%. Our reclassification rate by the Spring of 2017 was 19%. Strategies that were implemented included after school and during the school day intervention groups. We used an arts integration program after school to assist students in oral presentations, reading, and writing; pairing informational and fictional text. The teachers have closely monitored and adjusted student placements for ELD instruction. The oral presentation assignments were beneficial to the students as an increase in their language development occurred.

One strategy that we found ineffective towards student achievement, may be the way technology is utilized in some classrooms. There are some classrooms that overuse or misuse technology that interfere with direct instruction and small group instruction.

## ***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?

The School Plan is brought to the Fall School Site Council Meetings. They full plan is given to the committee to take and assess and identify actions that they thought worked towards the success of the school and those that didn't. Additionally, they are asked to research and bring forward new suggestions. The same process is given to the English Language Advisory Committee on behalf of our English Learners. At the school's Title I meeting, parents are given the highlights of our plan. Throughout the year, we calendar our actions and meet to analyze and implement with the Administrative cabinet and Leadership Team.

## ***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?

**ELA Goals:** By July 2017, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA. By July 2017, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA. **(Partially Met: We saw an increase on CAASPP from 23% to 31% and we saw an increase in MAP from 23% to 25% Meeting or Exceeding Standards. In terms of " Meeting Growth Target" on MAP, there was a decrease from 56% to 53%. However, we had no less than 20% proficient on either assessment).**

**Math Goals:** By July of 2017, the percentage of all students (grades 3-8) meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math. By July 2017, the percentage of all students meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math. **(Partially Met: We saw an increase on CAASPP from 19% to 23% and on MAP an increase of 17% to 18% Meeting or Exceeding Standards. In terms of "Meeting Growth Target" on MAP, there was a decrease from 53% to 51%. On CAASPP, we met our 20% goal).**

**ELD Goals:** #1-By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year. #2-By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year. #3-By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent. **(Goal #1, Partially Met: Based on the California Dashboard, 75.6% of our ELs made progress which was an increase of 8.3%. Goal #2, Met: The % of LTEL did decrease by 10 percent. We decreased it by 13%. Goal #3, Met: Our reclassification rate increased from 13% to 20.4% for the 16-17 school Year.**

**School Climate and Safety Goal:** By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment. **Goal 1:** By July 2017, attendance rates will grow by 2 percent. **Goal 2:** By July 2017, suspension rates will continue to decrease. By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease. **Goal 3:** By July 2017, expulsion rates will continue to decrease. By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease. **(Goal #1, Did not meet: Attendance rate declined .67% from 96.06%-95.39%. Goal #2, Met: Suspension Days went from 46 total days down to 29 total days. Goal #3, Partially Met: King has a relatively low expulsion rate with 1 expulsion in 15-16 and 2 expulsions in 16-17).**

**Parent Community and School Involvement Goals:** Will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that parents in the district are active participants in the education of their children. **(Maintained: The average of parent participation in the KFC remained around 30 in the parenting classes. Attendance at Back to School Nights and Parent Education Nights are well received by over 200 parents attending at these events. Student of the Month assemblies continue to see the same amount of parents attending also. On average 50 parents).**

**STEM Goal:** By July 2017, the percentage of all 5th & 8th grade students meeting their expected Science growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not pass from Fall 2015 to Spring 2016. **(Goal #1, Partially Met: 8th grade increased the % of students that met or exceeded their projected growth goal by 24%. However, 5th grade decreased by 12% from 42% to 30% of students who met their projected growth goal).**

## 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.

Based on the California School Dashboard, our progress we are the most proudest of is...

- ELA=**yellow**- growth from 23% to 31%, with 15.8 pt. gain increasing significantly, subgroups increasing significantly were our Asian at 44.9 pts, SED increased 19.6 pts, ELs increased 15.2 pts, African American increased 15.1 pts, Hispanic 15.7 pts.
- Math=**yellow** growth of 5.6 pts, our SED students increased significantly by 33.8 pts. African Americans 23.2 pts.
- English Learner Progress is **green**, with 8.3 pt. gain. Our RFEP students made significant progress with a 19.1 gain in ELA.
- Suspension Rates are **green**

### 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?

According to the Fall/Winter 2017 California School Dashboard, the only indicator that was in the “orange” category were our Students with Disabilities in ELA. They still saw an increase of 9.4 pts.

### 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?

According to the California School Dashboard, our SED sub group was the only one showing below “all student” performance groups at 84.1 points below a 3. Our school SBAC Performance Summary report shows that on ELA, the Reading and Writing claims were below standard and in Math, the Concepts & Procedure claim was also below standard. To address these gaps, we have begun using local assessments, student work, and instructional strategies to address these gaps.

## 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.

School Site council met on the following dates to review, plan, and edit the SPSA:

Cabinet/School Leadership Team met to synthesize and analyze our previous actions and the effectiveness. Additionally, making adaptations for current student results.

## **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
- 8<sup>th</sup> 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
<b>1.1 Academic Student Achievement</b>	Teachers and support staff developed a writing plan that consists of writing benchmarks for Common Core Text Types at each grade level.	Common Formative Assessments/ On-Demand Writing Prompts, PLC agendas - data analysis sheet	Three times per year	Instructional Coach \$53,602 Substitutes for Resource Days \$10,000 \$3,500	Title I LCFF	19101 11700
<b>1.2 Academic Student Achievement</b>	Further implementation of AVID WICOR and college & career readiness strategies.	Implementation Rubrics, PLC agendas - data analysis sheets, Instructional Walks	Monthly	Training/Conferences 10,000 20,000	LCFF Title I	52150
<b>1.3 Academic Student Achievement</b>	Professional development in Designated and Integrated ELD strategies, intervention and after-school tutoring, resources to support EL (bilingual para-professionals and instructional materials) monitoring student progress, and training for ELPAC.	Instructional Walks - observations - instructional sequence, PD agendas, and EL/R-FEP monitoring form, data from intervention # of EL students at grade level # of EL students below grade level # of EL students making progress	Monthly	Program specialist \$25,821 \$108,183 Bilingual Aides \$69,328 Additional Compensation \$10,000 \$10,000 Extended Day/Year \$7,000	Title I LCFF	19101 21101 11500
<b>1.4 Academic Student Achievement</b>	Professional development, supplemental resources (including interactive technology and web-based supplemental resources- Accelerated Reader/ST Math,	PD agendas, data results from interventions, benchmark reading assessments, math fluency assessments, Accelerated Reader and ST Math	Trimester	AR \$10,000 Instructional Materials \$62,983 \$90,262	Title I LCFF	58450 43110 24101 57150 56590 42000 44000 43200

	etc.) to augment UOS, and instructional strategies on differentiation and intervention (after-school tutoring & small group instruction, etc.) in the areas of math and reading.	participation data		Library Media Clerk \$17,621 Duplicating \$1,600 Maintenance Agreements \$5,500 Books \$5,000 Equipment \$5,000 Non-Instructional Materials \$7,000		
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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
<b>2.1 Academic Student Achievement</b>	Teachers and support staff developed a writing plan that consists of writing benchmarks for Common Core Text Types at each grade level.	Common Formative Assessments/ On-Demand Writing Prompts, PLC agendas - data analysis sheet	Three times per year	Instructional Coach \$53,602 Substitutes for Resource Days \$10,000 \$3,500	Title I LCFF	19101 11700
<b>2.2 Academic Student Achievement</b>	Further implementation of AVID WICOR and college & career readiness strategies.	Implementation Rubrics, PLC agendas - data analysis sheets, Instructional Walks	Monthly	Training/Conferences 10,000 20,000	LCFF Title I	52150
<b>2.3 Academic Student Achievement</b>	Professional development in Designated and Integrated ELD strategies, intervention and after-school tutoring, resources to support EL (bilingual paraprofessionals and instructional materials) monitoring student progress, and training for ELPAC.	Instructional Walks - observations - instructional sequence, PD agendas, and EL/R-FEP monitoring form, data from intervention # of EL students at grade level # of EL students below grade level # of EL students making progress	Monthly	Bilingual Aides \$69,328 Additional Compensation \$10,000 \$10,000 Extended Day/Year \$7,000  \$TBD (Salary/Benefits - 1 FTE Assistant Principal)	Title I LCFF	19101 21101 11500 13201
<b>2.4 Academic Student Achievement</b>	Professional development, supplemental resources (including interactive technology and web-based supplemental resources- Accelerated Reader/ST Math,	PD agendas, data results from interventions, benchmark reading assessments, math fluency assessments, Accelerated Reader and ST Math	Trimester	AR \$10,000 Instructional Materials \$62,983 \$90,262	Title I LCFF	58450 43110 24101 57150 56590 42000 44000 43200

	etc.) to augment UOS, and instructional strategies on differentiation and intervention (after-school tutoring & small group instruction, etc.) in the areas of math and reading.	participation data		Library Media Clerk \$17,621 Duplicating \$1,600 Maintenance Agreements \$5,500 Books \$5,000		
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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
<b>3.1 Academic Student Achievement</b>	Teachers and support staff developed a writing plan that consists of writing benchmarks for Common Core Text Types at each grade level.	Common Formative Assessments/ On-Demand Writing Prompts, PLC agendas - data analysis sheet	Three times per year	Instructional Coach \$53,602 Substitutes for Resource Days \$10,000 \$3,500	Title I LCFF	19101 11700
<b>3.2 Academic Student Achievement</b>	Further implementation of AVID WICOR and college & career readiness strategies.	Implementation Rubrics, PLC agendas - data analysis sheets, Instructional Walks	Monthly	Training/Conferences 10,000 20,000	LCFF Title I	52150
<b>3.3 Academic Student Achievement</b>	Professional development in Designated and Integrated ELD strategies, intervention and after-school tutoring, resources to support EL (bilingual paraprofessionals and instructional materials) monitoring student progress, and training for ELPAC.	Instructional Walks - observations - instructional sequence, PD agendas, and EL/R-FEP monitoring form, data from intervention # of EL students at grade level # of EL students below grade level # of EL students making progress	Monthly	Bilingual Aides \$69,328 Additional Compensation \$10,000 \$10,000 Extended Day/Year \$7,000  \$TBD (Salary/Benefits - 1 FTE Assistant Principal)	Title I LCFF	19101 21101 11500 13201
<b>3.4 Academic Student Achievement</b>	Professional development, supplemental resources (including interactive technology and web-based supplemental resources- Accelerated Reader/ST Math,	PD agendas, data results from interventions, benchmark reading assessments, math fluency assessments, Accelerated Reader and ST Math	Trimester	AR \$10,000 Instructional Materials \$62,983 \$90,262	Title I LCFF	58450 43110 24101 57150 56590 42000 44000 43200

	etc.) to augment UOS, and instructional strategies on differentiation and intervention (after-school tutoring & small group instruction, etc.) in the areas of math and reading.	participation data		Library Media Clerk \$17,621 Duplicating \$1,600 Maintenance Agreements \$5,500 Books \$5,000		
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## **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
<b>1.1 School Climate - PBIS</b>	Committee of staff members coordinate school-wide community building activities, provide PD on positive interventions, set-up incentive programs for behaviors, create systems for student safety and movement	Committee agendas, staff and parent input, monitoring forms from incentive systems, system implementation plans	Monthly	School Counselor \$25,137	LCFF	12151
<b>1.2 School Climate - Attendance</b>	Assign mentors to chronically absent students, check in system, parent meetings, and SAP referrals, classroom and individual "Perfect Attendance" program	Synergy ATP401 Reports, Referral forms, Monthly attendance and calendars from teachers, parent meeting agendas	Monthly			
<b>1.3 School Climate - Student Activities</b>	Implement structured student engagement activities during non-instructional time to reduce discipline.	Daily referrals to office, suspension data, participation rates in activities, SUSD reports	Monthly	Consultant-YMCA \$10,000	LCFF	58100

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
<b>2.1 School Climate - PBIS</b>	Committee of staff members coordinate school-wide community building activities, provide PD on positive interventions, set-up incentive programs for behaviors, create systems for student safety and movement	Committee agendas, staff and parent input, monitoring forms from incentive systems, system implementation plans	Monthly	School Counselor \$25,137	LCFF	12151
<b>2.2 School Climate - Attendance</b>	Assign mentors to chronically absent students, check in system, parent meetings, and SAP referrals, classroom and individual "Perfect Attendance" program	Synergy ATP401 Reports, Referral forms, Monthly attendance and calendars from teachers, parent meeting agendas	Monthly			
<b>2.3 School Climate - Student Activities</b>	Implement structured student engagement activities during non-instructional time to reduce discipline.	Daily referrals to office, suspension data, participation rates in activities, SUSD reports	Monthly	Consultant-YMCA \$10,000	LCFF	58100

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
<b>3.1 School Climate - PBIS</b>	Committee of staff members coordinate school-wide community building activities, provide PD on positive interventions, set-up incentive programs for	Committee agendas, staff and parent input, monitoring forms from incentive systems, system	Monthly	School Counselor \$25,137	LCFF	12151

	behaviors, create systems for student safety and movement	implementation plans				
<b>3.2 School Climate - Attendance</b>	Assign mentors to chronically absent students, check in system, parent meetings, and SAP referrals, classroom and individual "Perfect Attendance" program	Synergy ATP401 Reports, Referral forms, Monthly attendance and calendars from teachers, parent meeting agendas	Monthly			
<b>3.3 School Climate - Student Activities</b>	Implement structured student engagement activities during non-instructional time to reduce discipline.	Daily referrals to office, suspension data, participation rates in activities, SUSD reports	Monthly	Consultant- YMCA \$10,000	LCFF	58100



### **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 Meaningful Partnerships	Provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families	# of parent events # of parents attending # of parents volunteering # of parent/teacher conferences # of referrals provided to outside agencies # of community facilitated workshops	Monthly	\$49 (Parent Meeting) \$500 (Instructional Materials) \$1,146 (Non-Instructional Materials) \$2,000 (Equipment) \$16,274 (Community Assistant) \$1,500 (Additional Comp.)	Title I	43400 43110 43200 44000 29101 29800
1.2 Parent, Student, and School Engagement	Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math	Field Trip reflections, student presentations, activity agendas & sign-in sheets, number of parent volunteers	Monthly	\$10,000 (Non-District Field Trip Transportation) \$17,000 (District Field Trip Transportation) \$10,000 (Pupil Fees) \$TBD (Additional Comp.)	Title I	58720 57250 58920

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 Meaningful Partnerships	Provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families	# of parent events # of parents attending # of parents volunteering # of parent/teacher conferences # of referrals provided to outside agencies # of community facilitated workshops	Monthly	\$49 (Parent Meeting) \$500 (Instructional Materials) \$1,146 (Non-Instructional Materials) \$2,000 (Equipment) \$16,274 (Community Assistant) \$1,500 (Additional Comp.)	Title I	43400 43110 43200 44000 29101 29800
2.2 Parent, Student, and School Engagement	Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math	Field Trip reflections, student presentations, activity agendas & sign-in sheets, number of parent volunteers	Monthly	\$10,000 (Non-District Field Trip Transportation) \$17,000 (District Field Trip Transportation) \$10,000 (Pupil Fees) \$TBD (Additional Comp.)	Title I	58720 57250 58920

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 Meaningful Partnerships	Provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families	# of parent events # of parents attending # of parents volunteering # of parent/teacher conferences # of referrals provided to outside agencies # of community facilitated workshops	Monthly	\$49 (Parent Meeting) \$500 (Instructional Materials) \$1,146 (Non-Instructional Materials) \$2,000 (Equipment) \$16,274 (Community Assistant) \$1,500 (Additional Comp.)	Title I	43400 43110 43200 44000 29101 29800
3.2 Parent, Student, and School Engagement	Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math	Field Trip reflections, student presentations, activity agendas & sign-in sheets, number of parent volunteers	Monthly	\$10,000 (Non-District Field Trip Transportation) \$17,000 (District Field Trip Transportation) \$10,000 (Pupil Fees) \$TBD (Additional Comp.)	Title I	58720 57250 58920

## 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
Connie Fabian			X			
Julie Carter	May 2017	June 2019		X		
Cynthia Arizmendi	May 2017	June 2019		X		
Maribel Montes	September 2016	June 2018		X		
Miyuki Bray					X	
Myra Mancia	May 2017	June 2019				X
Jacqui Stewart	May 2017	June 2019				X
Monica Tomelloso	Sept 2019	June 2018				X
Victoria Trejo	April 2017	June 2018				X
Florence Asuncion	May 2017	June 2019				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: KING 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)
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp			10,000		\$ 10,000.00	Goal 1 - 3
11700	Teacher Substitute			3,500		\$ 3,500.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			25,821		\$ 25,821.00	Goal 1 - 3
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			16,274		\$ 16,274.00	Goal 3 - 1
	Additional Comp/Hourly		1,500			\$ 1,500.00	Goal 3 - 1
	Montessori Assistant					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 1,500.00	\$ 109,197.00	\$ -	\$ 110,697.00	
<b>Books &amp; Supplies</b>							
42000	Books			5,000		\$ 5,000.00	Goal 1 - 4
43110	Instructional Materials		500	62,983		\$ 63,483.00	Goal 3 - 1; Goal 1 - 4
43200	Non-Instructional Materials		1,146			\$ 1,146.00	Goal 3 - 1
43400	Parent Meeting		49			\$ 49.00	
44000	Equipment		2,000	5,000		\$ 7,000.00	Goal 3 - 1; Goal 1 - 4
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 3,695.00	\$ 72,983.00	\$ -	\$ 76,678.00	
<b>Services</b>							
57150	Duplicating			1,600		\$ 1,600.00	Goal 1 - 4
57250	Field Trip-District Trans			17,000		\$ 17,000.00	Goal 3 - 2
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			5,500		\$ 5,500.00	Goal 1 - 4
56530	Equipment Repair					\$ -	
52150	Conference			20,000		\$ 20,000.00	Goal 1 - 2
59140	Telephone					\$ -	
58450	License Agreement			10,000		\$ 10,000.00	Goal 1 - 4
58720	Field Trip-Non-District Trans			10,000		\$ 10,000.00	Goal 3 - 2
58920	Pupil Fees			10,000		\$ 10,000.00	Goal 3 - 2
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ 74,100.00	\$ -	\$ 74,100.00	
	<b>Total</b>		\$ 5,195.00	\$ 256,280.00	\$ -	\$ 261,475.00	
	Differential		-	-		-	
	2016-17 Carryover		49	69,660		69,709	
	Revised 2017-18 Allocation		5,146	186,620		191,766	
			5,195	256,280		261,475	

**SCHOOL NAME: KING ELEMENTARY**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp		10,000	7,000	\$ 17,000.00	Goal 1 - 3
11700	Teacher Substitute		10,000		\$ 10,000.00	Goal 1 - 1
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		108,183		\$ 108,183.00	Goal 1 - 3
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		69,328		\$ 69,328.00	Goal 1 - 3
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 4
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 240,269.00	\$ 7,000.00	\$ 247,269.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		90,262		\$ 90,262.00	Goal 1 - 4
43200	Non-Instructional Materials		7,000		\$ 7,000.00	Goal 1 - 4
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 97,262.00	\$ -	\$ 97,262.00	
<b>Services</b>						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		10,000		\$ 10,000.00	Goal 1 - 2
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional		10,000		\$ 10,000.00	Goal 2 - 3
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ 20,000.00	\$ -	\$ 20,000.00	
	<b>Total</b>		\$ 357,531.00	\$ 7,000.00	\$ 364,531.00	
	Differential		-		-	
	<b>Allocations</b>		364,531		364,531	