2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	McKinley Elementary School
Address:	30 W. Ninth Street
CDS Code:	6042691
District:	Stockton Unified School District
Principal:	Sonia Ambriz
Revision Date:	December 14, 2017
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:	Sonia Ambriz
Position:	Principal
Phone Number:	(209) 933-7245
E-mail Address:	sambriz@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

x Beatriz López
_____
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 __12/14/2017__.

Attested:

Sonia Ambriz
Typed Named of School Principal

[signature]
Signature of School Principal

3-8-17
Date

Lorena Casillas
Typed Named of SSC Chairperson

Lorena Casillas
Signature of SSC Chairperson

3-8-17
Date

Mission

Insert the school site's mission.

McKinley Elementary staff delivers rigorous instruction which prepares each student for their journey towards college and career readiness. We are committed to the development of the whole child and celebrating their individual growth.

Vision

Insert the school site's vision.

Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful.

School Site Story

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

"Our McKinley community SOARs: We are Safe, Organized, Accountable, and Respectful." Thus, McKinley's school staff takes responsibility in working with students in our community by providing the academic and social foundation necessary to guide them in being safe, organized, accountable and respectful (SOAR). We acknowledge and understand the importance of building strong positive relationships with students, parents, and community members. Our students focus on learning and our staff strives to provide a safe and nurturing learning environment. In addition, our staff has adopted the implementation of the Professional Learning Community (PLC) system as teachers concentrate on learning, collaboration, and data-driven instruction. Because we foster high academic achievement through rigorous instruction to prepare each student for their journey towards college and career readiness; all teachers implement and embrace Advancement Via Individual Determination (AVID) strategies and philosophy. AVID is a system that embodies effective pedagogy and high expectations for each student. Moreover, McKinley is the only school in Stockton Unified providing a Late Exit Bilingual Model. We are currently servicing students in kindergarten through fourth grade with a gradual expansion to sixth grade.   In addition, McKinley's staff instills academic and social responsibility, mutual respect, and self-confidence through the implementation of Positive Behavior Intervention & Support (PBIS). Each student can and will learn at McKinley School because we are

committed to the development of the whole child and the celebration of individual growth. I am very proud to represent the community of McKinley Elementary School.

Student Demographics	Staff
1007 Total Students 44% EL Students - 383 Total Students (96 CELDT 1, 68 CELDT 2, 132 CELDT 3, 28 CELDT 4, 2 CELDT 5, 53 TBD) 17.3% Reclassified Students - 149 Total 6.66% Special Ed - 60 Students 90.12% Socio Economically Challenged - 812 Students Race & Ethnicity Groups ● 78.8% Hispanic - 710 students ● 10.54% Filipino - 95 students ● 4.33% Black or African American - 39 students ● 2.22% Asian - 20 students ● 2% Two or More Races - 18 students ● 1.66% White - 15 students ● .44% American Indian or Alaska Native - 4 students	1 Principal 1 Assistant Principal 1 Counselor 1 Part-time Counselor (2 days) 1 Librarian - 3 ½ hours 1 Computer Assistant - 3 1/2 hours 1 Bilingual Aide - 5 hours 1 Program Specialist 1 Instructional Coach 3 Custodians 1 Student Support Teacher 5 Noon Duty Supervisors 2 Campus Security Assistants 4 Pre-School Aides 34 Teachers 1 Music Teacher 1 Special Ed Assistant 3 Office Staff 1 Nurse - 1 day 1 Health Clerk - 1 day 5 Cafeteria Staff

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.

Priorities:

- AVID - Kindergarten through eighth grade

- PBIS - School Wide Initiative

- DII - focusing on Student Engagement, Checking For Understanding, & Standards & Learning Objectives

- English Language Learners: Primary Language support - Late Exit Bilingual Model K-4, EL tutoring, Duolingo, Cross Age Peer Tutoring, English Language Academic Hour

- Professional Learning Communities(PLC): All components of PLCs as we focus Learning, Collaboration & Results. We will have a specific focus on Common Formative Assessments (CFA) to facilitate the data cycle for all grade level teams

- RTI/ MTSS **-** Intervention programs: ST Math, Odyssey, Accelerated Reader, Imagine Learning, Small group Pull out (1-3), small group/differentiated instruction and/or platooning, Check-In system, Student Support Center Teacher / Youth Men's Christian Association (YMCA) - Noon Duty Sports - provide organized sports during all lunch periods three times a week

Major Expenses supporting these priorities:
- Professional Development:
  - Conferences: AVID, PLCs, CABE, Common Formative Assessments
  - Hourly pay: Tutoring & Collaboration
  - Substitute pay: Teacher pull-out PD, SAP/CARE, Collaboration for Academic Conferences
- Staff: Instructional Coach, Program Specialist, Counselor, Bilingual Aide, Librarian Assistant, Computer Assistant,
- Supplies, equipment & Books: AVID - binders, highlighters, pencil pouches, computer screens, leveled readers, LeapFrog books, planners, 7 other classroom materials, Scholastic News, Accelerated Reader, A-Z Learning,
- Field trips: College field trips, Educational Venues as described by the grade level teams
- Technology: computers, printers, laminators, projectors, document cameras
- Parent / Community: non-instructional supplies, meetings expenses, conferences

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?

Strategies Fully Implemented 2016-17:
- ❏ Academic Conferences: Teacher, Student, & Parent Conferences - Two sessions of Teacher Academic conferences, two sessions of Student / Teacher Academic Conferences, & two sessions of Teacher / Parent / Student Academic Conferences
- ❏ AVID - certified 4 consecutive years K-8 / focused on WICOR with special emphasis on writing
- ❏ RTI/ MTSS **-** Intervention programs: ST Math, Odyssey, Accelerated Reader, Imagine Learning, Small group Pull out (1-3), small group/differentiated instruction and/or platooning, Check-In system, Student Support Center Teacher
- ❏ **English Language Learners:** Primary Language support - Primary Language support - Late Exit Bilingual Model K-4, EL tutoring, Duolingo, Cross Age Peer Tutoring, English Language Academic Hour
- ❏ Parent outreach and communication, CCSS, more systematic about attendance, Parent Coffee Hours, IEP's/SST's/CARE team meetings, PTO, ELPIC, SSC, Parent Information Fair, Family Nights, parent volunteers, parent newsletter and website
- ❏ PBIS - reduction of suspensions and student referrals are a testament to an effective PBIS system in place
  - ❏ Ensure a Safe and Welcoming Environment: Full implementation of PBIS, utilize ISS VS suspension, focus on restorative justice, Student Support Center (SSC), check in/check out for targeted students, constant parent communication, continue training of noon duty supervisors and CSM's, PLUS, Point Break, VCCS, My Brother's Keeper, Club Live, Student Leadership, and parent volunteers

Strategies No Fully Implemented 2016-17:
- ❏ Implementation of PLC's (K-8): Mission, vision, norms (schoolwide and grade level), focus on data, PLC Site team meetings and professional development, true collaboration within all grade levels
- ❏ Student Support Center - working on consistent strategies to support students (SSC) with challenges / working on the continuity between counselor and SSC teacher
- ❏ SAP / SST - The process is in place and all stakeholders are working on being consistent with the rigor of student support strategies and follow through with time frames
- ❏ Common Formative Assessment (CFA) - CFA process is not yet consistent across grade levels.
- ❏ English Language Development Instruction: Due to the high number of ELs at different levels throughout the grade levels and number of teachers, we do not have the optimal setting for leveled ELD instruction
- ❏ Direct Interactive Instruction (DII) - We will continue to focus on Student Engagement & Feedback, Checking for Understanding, and Standards & Learning Objectives / Focus on AVID, writing, and

Plan of Action and Modifications:
- ❏ We will continue to provide pull-out professional development once a month in order to increase rigor on the implementation of the strategies not fully implemented.
- ❏ We will continue to provide professional development through conferences and district professional development
- ❏ We will continue the implementation of demo lessons during Grade Level PLC meetings (every Tuesday) focusing on the strategies not fully implemented

❏ We will continue with the coaching model within the classrooms to support the implementation of professional development
❏ We will provide professional development for our SSC Teacher: Restorative Circles & CHAMPS,
❏ We will provide additional support and professional development on CFAs for all teachers
❏ We will provide additional support and professional development on Data Cycle (PLCs) for all teachers

Barriers:
❏ 7th & 8th grade collaboration continues to be a challenge because there are not two or more teachers in the same grade level teaching the same content and schools within our zone have different schedules
❏ Teachers continue to struggle with the implementation of the Data Cycle - We will continue with professional development for all teachers on best practices and using data to guide in
❏ Inconsistent implementation of platooning and/or small groups

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

Effective Strategies:
❏ AVID - certified 4 consecutive years K-8 / focused on WICOR with special emphasis on writing
❏ RTI/ MTSS **-** Intervention programs: ST Math, Odyssey, Accelerated Reader, Imagine Learning, Small group Pull out (1-3), small group/differentiated instruction and/or platooning, Check-In system, Student Support Center Teacher
❏ **English Language Learners:** Primary Language support - Primary Language support - Late Exit Bilingual Model K-4, EL tutoring, Duolingo, Cross Age Peer Tutoring, English Language Academic Hour
❏ Ensure a Safe and Welcoming Environment: Full implementation of PBIS, utilize ISS VS suspension, focus on restorative justice, Student Support Center (SSC), check in/check out for targeted students, constant parent communication, continue training of noon duty supervisors and CSM's, PLUS, Point Break, VCCS, My Brother's Keeper, Club Live, Student Leadership, and parent volunteers

Evidence:
❏ Increase of 5% in ELA in SBAC
❏ Reduction of suspensions and referrals based on synergy in-district reports coming from our Student Support Office: 47% reduction of suspensions from 15-16 to 16-17
❏ Number of reclassification students within the last two years is 125 students representing an average of 14% each year
❏ Classroom visits provide evidence of print-rich environment in the classrooms
❏ student engagement is evident in most classrooms

Ineffective Strategies:

Executive Functions have become a strategy that teachers are not fully implementing and do have buy-in, thus, causing it to become an ineffective strategy. We will continue to spiral mini-demos and reminders on how to best use EF skills with students.

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 Site Council was presented the Form G, goals, and strategies for the opportunity for discussion and input. Refer to minutes and agendas from last year's files and current files
- The ELAC committee was presented the Form G, goals, and strategies for the opportunity for discussion and input. Refer to current files in our ELAC folder
- The content of the SPSA was presented to the school's Leadership Team in a couple of occasions for review and input. The strategies and expenses within the SPSA were evaluated and discussed.
- The changes needed:
  o Consistently monitor the SPSA in a set timeframe with PTO, SSC, ELAC, School 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?

- 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 McKinley increased 5% @ 25% - Did not meet our goal but we celebrate our growth

- 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

- By July 2017 McKinley increase by 2% in student meeting their growth target - Did not meet goal

- 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 McKinley stayed the same @ 18% at or above grade level – did not meet goal

- 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

- By July 2017 McKinley decreased 4% in student meeting their growth target - Did not meet goal

- 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. MAP

- By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.

- By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

Recommendations:
- The goals in current SPSA are based on 10% increase of students being at grade level in MAP in ELA and Math, which is a more attainable goal
- A school-wide goal is set but needs to be monitored constantly and consistently
- Each teacher and grade level will set SMART Goals at the beginning of each year and monitor after each MAP assessment
- The RTI / MTSS needs to be implemented consistently and faithfully.

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.

- McKinley had a 5% increase in ELA in the SBAC - great accomplishment
    - We will continue focusing on writing, student engagement & feedback, text-rich environment, and objective-based instruction
    - We will continue providing professional development in a pull-out model, and spiral model-lessons during the Grade Level PLC Meetings
    - We will continue improving our Student Support Program (SAP) in order to provide targeted support for students
- The Filipino students were in the Green in English Language Arts for 3 -8 grades in the level "Increased Significantly by 15 points or more"
- The Filipino students were in the Green in Math for 3 -8 grades in the level "Increased by 3 to less than 15 points"
- Students with Disabilities were in the Orange in English Language Arts for 3 -8 grades in the level "Increased Significantly by 15 points or more - Celebrate growth
- McKinley had a total of 61 English Language Learners (ELL) reclassified last year & 10% increase of students advancing 1 level
    - We will continue monitoring English Language Development classes
    - We will continue providing Response to Intervention for EL students during instructional time and after school
    - We will continue monitoring our EL students through our Monitoring Forms and SAP process
- Our suspension rate has decreased based on internal reports & based on Dashboard (Declined Significantly by 1.0% or greater - Overall Yellow [>6%] but showing improvement in decline of suspensions)
    - 14-15 = 387
    - 15-16 = 263
    - 16-17 = 137
        - We will continue meeting monthly to analyze data and provide solutions to our Positive Behavior Intervention System (PBIS)
        - We will continue focusing on the implementation of Restorative Practice
        - We will continue to improve our PBIS system at our school

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?

- English Language Arts all students 3 - 8 = Overall All Red in the level "Maintained/Declined by less than 3 points or increased by less than 3 points"
    - Continue to focus on writing, text-rich environment, students engagement & feedback, and learning objectives
    - Provide professional development for teachers and staff to address the needs of all students
- Math School Placement 3-8 = Overall All Orange to include English Learners, Socioeconomically Disadvantaged, & Hispanics in the level "Declined by 3 to 15 points"
    - STEP UP will continue to focus on math Tier 2 interventions in math
- Student with Disabilities in Math in 3 -8 = Red in level "Maintained Declined by less than 3 points or increased by less than 3 points"
    - Resource students will need to be monitored more closely / Push-in and Pull-out services based on student goals
- English Language Learners overall progress = Orange in level "Declined by 1.5% to 10.0%"
    - Focus on Tier 2 with small group tutoring for ELD during the STEP-UP Program after school
- African American suspension rates = Red "Very High" at level "Increased Significantly more than 2%"
    - PBIS committee will continue to monitor discipline data and provide positive reinforcers for students who are struggling with discipline in order to avoid suspension for all sub-groups, but in particularly for African Americans.
- MAP - Focus on students being on grade level
    - SMART goals - Differentiated Instruction / strategic support

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?

English Language Arts: Performance gap within the Filipino student group (green) and Low Socioeconomically Disadvantaged, and English Language Learners which are both at red.

Plan of Action:

- We will continue to focus on writing across content areas, implementation of AVID strategies as we focus on Writing, Inquiry, Collaboration, Organization, & Reading (WICOR)
- We will continue monitoring ELD designated and integrated
- Support and monitor intervention programs

Mathematics: Performance gap within the Filipino student group (green) and Student with Disabilities at red.

Plan of Action:

- We will continue to focus on writing across content areas, implementation of AVID strategies as we focus on Writing, Inquiry, Collaboration, Organization, & Reading (WICOR)
- Support and monitor Resource instruction
- Support and monitor intervention programs

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 Leadership / Staff: Met with Leadership team to review goals, strategies, and budget on December 5, 2017

School Site Council (Parents): Met with SSC to review last goals, strategies, and budget on 9/21/17, 10,19,17, & 12/14/17

ELPIC / ELAC (Parents): Met with ELAC to review last goals, strategies, and budget on 12/7/17

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 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	To provide teachers with professional learning opportunities and support to supplement core instructional to include the coaching model. conferences (e.g. PLC, AVID, Bilingual, data analysis, etc.), and collaboration that focuses on the exchange of best practices and strategies in the areas of AVID, DII, ELD, RTI, PLC, etc. Academic Conferences for students, teachers, and parents. MAP, CELDT, & SBAC data will be shared and goals will be developed.	UoS assessment (pre/post)	Trimester	$67,002 $67,002 $53,602 (Salary/Benefits) $4,000 (Instructional Coach - Additional Comp) $5,000 $10,000 (Teacher Additional Comp) $5,000 $30,000 (Teacher Substitute Pay) $5,000 (Instructional Coach - Additional Comp) $10,000 $7,000 (Conference)	Title I LCFF	19101 19500 11500 11700 52150
1.2 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	Supplemental materials, Technology and resources to augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, duplicating services, and project specific supplies (e.g. chart	Student Technology Usage Teacher Technology Usage	Trimester	$24,000 $5,000 (Books) $15,226 $11,641 (Instructional Materials) $17,258 (Equipment) $1,750 $3,500 (Maintenance Agreement) $5,181 (Duplicating)	Title I LCFF	42000 43110 44000 56590 57150

	paper, post-it notes, folders, binders, markers, etc.)					
1.3 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	$7,000 $3,000 (Field Trip-District Trans) $7,000 $4,000 (Field Trip-Non-District Trans) $4,000 $5,000 (Pupil Fees)	Title I LCFF	57250 58720 58920
1.4 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	Provide technology assistance during instruction, assessments, and computerized programs	MAP and usage of computerized programs	Trimester	$16,274 (Salary/Benefits)	LCFF	21101
1.5 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	To provide opportunities for students to engage in literacy through the use of the library as students check out books and sit through literacy presentations, computerized program (e.g. Accelerated Reader, etc.) that provides support for reading comprehension, including tutoring for students identified as needing Tier 2 support.	SBAC & MAP Use of library & AR curriculum embedded assessments, pre & post test	monthly	$17,621 (Salary/Benefits) $8,000 (Teacher Additional Comp/Extended Day/Year) $30,000 (Teacher Substitute) $4,319 (License Agreement) $4,000 (Additional Comp/Hourly)	LCFF	24101 11500 11700 58450 21500
1.6 Student Intervention Tier 2	To provide primary language support in ELA and math for English Language Learners at beginning and emerging levels	ELCAP, MAP, SBAC, & Curriculum Assessments	Trimester	$51,377 (Salary/Benefits)	LCFF	21101

	Bilingual Late Exit Model: K-6 grade focuses on providing comprehensible input in all content areas to our Spanish Bilingual					

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 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	To provide teachers with professional learning opportunities and support to supplement core instructional to include the coaching model. conferences (e.g. PLC, AVID, Bilingual, data analysis, etc.), and collaboration that focuses on the exchange of best practices and strategies in the areas of AVID, DII, ELD, RTI, PLC, etc. Academic Conferences for students, teachers, and parents. MAP, CELDT, & SBAC data will be shared and goals will be developed.	UoS assessment (pre/post)	Trimester	$67,002 $67,002 $53,602 (Salary/Benefits) $4,000 (Instructional Coach - Additional Comp) $5,000 $10,000 (Teacher Additional Comp) $5,000 $30,000 (Teacher Substitute Pay) $5,000 (Instructional Coach - Additional Comp) $10,000 $7,000 (Conference)	Title I LCFF	19101 19500 11500 11700 52150
2.2 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	Supplemental materials, Technology and resources to augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based	Student Technology Usage Teacher Technology Usage	Trimester	$24,000 $5,000 (Books) $15,226 $11,641 (Instructional Materials) $17,258	Title I LCFF	42000 43110 44000 56590 57150

	supplemental resources, interactive technology, classroom printers, duplicating services, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.)			(Equipment) $1,750 $3,500 (Maintenance Agreement) $5,181 (Duplicating)		
2.3 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	$7,000 $3,000 (Field Trip-District Trans) $7,000 $4,000 (Field Trip-Non-District Trans) $4,000 $5,000 (Pupil Fees)	Title I LCFF	57250 58720 58920
2.4 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	Provide technology assistance during instruction, assessments, and computerized programs	MAP and usage of computerized programs	Trimester	$16,274 (Salary/Benefits)	LCFF	21101
2.5 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	To provide opportunities for students to engage in literacy through the use of the library as students check out books and sit through literacy presentations, computerized program (e.g. Accelerated Reader, etc.) that provides support for reading comprehension, including tutoring for students identified as	SBAC & MAP Use of library & AR curriculum embedded assessments, pre & post test	monthly	$17,621 (Salary/Benefits) $8,000 (Teacher Additional Comp/Extended Day/Year) $30,000 (Teacher Substitute) $4,319 (License Agreement) $4,000 (Additional Comp/Hourly)	LCFF	24101 11500 11700 58450 21500

	needing Tier 2 support.					
2.6 Student Intervention Tier 2	To provide primary language support in ELA and math for English Language Learners at beginning and emerging levels Bilingual Late Exit Model: K-6 grade focuses on providing comprehensible input in all content areas to our Spanish Bilingual	ELCAP, MAP, SBAC, & Curriculum Assessments	Trimester	$51,377 (Salary/Benefits)	LCFF	21101

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 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	To provide teachers with professional learning opportunities and support to supplement core instructional to include the coaching model. conferences (e.g. PLC, AVID, Bilingual, data analysis, etc.), and collaboration that focuses on the exchange of best practices and strategies in the areas of AVID, DII, ELD, RTI, PLC, etc. Academic Conferences for students, teachers, and parents. MAP, CELDT, & SBAC data will be shared and goals will be developed.	UoS assessment (pre/post)	Trimester	$67,002 $67,002 $53,602 (Salary/Benefits) $4,000 (Instructional Coach - Additional Comp) $5,000 $10,000 (Teacher Additional Comp) $5,000 $30,000 (Teacher Substitute Pay) $5,000 (Instructional Coach - Additional Comp) $10,000 $7,000 (Conference)	Title I LCFF	19101 19500 11500 11700 52150
3.2 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	Supplemental materials, Technology and resources to augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, duplicating services, and project specific supplies (e.g. chart	Student Technology Usage Teacher Technology Usage	Trimester	$24,000 $5,000 (Books) $15,226 $11,641 (Instructional Materials) $17,258 (Equipment) $1,750 $3,500 (Maintenance Agreement) $5,181 (Duplicating)	Title I LCFF	42000 43110 44000 56590 57150

	paper, post-it notes, folders, binders, markers, etc.)					
3.3 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	$7,000 $3,000 (Field Trip-District Trans) $7,000 $4,000 (Field Trip-Non-District Trans) $4,000 $5,000 (Pupil Fees)	Title I LCFF	57250 58720 58920
3.4 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	Provide technology assistance during instruction, assessments, and computerized programs	MAP and usage of computerized programs	Trimester	$16,274 (Salary/Benefits)	LCFF	21101
3.5 Student Achievement Tier 1: ELA & English Learners, math, social studies, and science	To provide opportunities for students to engage in literacy through the use of the library as students check out books and sit through literacy presentations, computerized program (e.g. Accelerated Reader, etc.) that provides support for reading comprehension, including tutoring for students identified as needing Tier 2 support.	SBAC & MAP Use of library & AR curriculum embedded assessments, pre & post test	monthly	$17,621 (Salary/Benefits) $8,000 (Teacher Additional Comp/Extended Day/Year) $30,000 (Teacher Substitute) $4,319 (License Agreement) $4,000 (Additional Comp/Hourly)	LCFF	24101 11500 11700 58450 21500
3.6 Student Intervention Tier 2	To provide primary language support in ELA and math for English Language Learners at	ELCAP, MAP, SBAC, & Curriculum Assessments	Trimester	$51,377 (Salary/Benefits)	LCFF	21101

	beginning and emerging levels Bilingual Late Exit Model: K-6 grade focuses on providing comprehensible input in all content areas to our Spanish Bilingual				

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	Working collaboratively with grade level teams, parents, and students to provide strategies and resources for student success through the implementation of: PLUS, PBIS, CARE/SST meetings, Club Life. Check-In/ Check-Out, Restorative Practice, PLUS, Smart Kids, Kelso's Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports, etc.), etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended	Trimester	$50,274 (Salary/Benefits)	LCFF	12151

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	Working collaboratively with grade level teams, parents, and students to provide strategies and resources for student success through the implementation of: PLUS, PBIS, CARE/SST meetings, Club Life. Check-In/ Check-Out, Restorative Practice, PLUS, Smart Kids, Kelso's Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports, etc.), etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended	Trimester	$50,274 (Salary/Benefits)	LCFF	12151

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	Working collaboratively with grade level teams, parents, and students to provide strategies and resources for student success through the implementation of: PLUS, PBIS,	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically	Trimester	$50,274 (Salary/Benefits)	LCFF	12151

	CARE/SST meetings, Club Life. Check-In/ Check-Out, Restorative Practice, PLUS, Smart Kids, Kelso's Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports, etc.), etc.	engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended				

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/teacher conferences, communication, after school academic focused activities, parent training/workshops parent meetings (e.g. Parent Teacher Organization (PTO), Parent Coffee Hours, Parent Ambassadors, and Parent Volunteers, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending trainings/work shops # of trainings/work shops provided	Trimester	$765 (Non-Instructional Materials) $2,000 $42 (Parent Meeting) $609 (Equipment) $1,000 (Conference)	Title I	43200 43400 44000 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/teacher conferences, communication, after school academic focused activities, parent training/workshops parent meetings (e.g. Parent Teacher Organization (PTO), Parent Coffee Hours, Parent Ambassadors, and Parent Volunteers, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending trainings/work shops # of trainings/work shops provided	Trimester	$765 (Non-Instructional Materials) $2,000 $42 (Parent Meeting) $609 (Equipment) $1,000 (Conference)	Title I	43200 43400 44000 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/teacher conferences, communication, after school academic focused activities, parent training/workshops parent meetings (e.g. Parent Teacher Organization (PTO), Parent Coffee Hours, Parent Ambassadors, and Parent Volunteers, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending trainings/work shops # of trainings/work shops provided	Trimester	$765 (Non-Instructional Materials) $2,000 $42 (Parent Meeting) $609 (Equipment) $1,000 (Conference)	Title I	43200 43400 44000 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
Sonia Ambriz			X			
Kay Medina	2016	2018		X		
Evelinda Marquez	2017	2019			X	
Amber Dosh	2016	2018		X		
Florencia Rivera	2071	2019		X		
Veronica Merino	2017	2019				X
Beatriz Lopez	2017	2019				X
Maria Godinez	2017	2019				X
Lorena Casillas	2016	2018				X
Marilou Dongon	2017	2018				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: MCKINLEY 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			5,000		$	5,000.00	Goal 1 - 2
	11700	Teacher Substitute			5,000		$	5,000.00	Goal 1 - 2
	12151	Counselor					$	-	
	13201	Assistant Principal					$	-	
	19101	Program Specialist			67,002		$	67,002.00	Goal 1 - 1
	19101	Instructional Coach			53,602		$	53,602.00	Goal 1 - 1
	19500	Instr. Coach-Add Comp			4,000		$	4,000.00	Goal 1 - 1
	21101	Instructional Assistant					$	-	
	21101	CAI Assistant					$	-	
	21101	Bilingual Assistant					$	-	
	24101	Library Media Clerk					$	-	
	29101	Community Assistant					$	-	
		Additional Comp/Hourly					$	-	
							$	-	
		TOTAL PERSONNEL COST		$ -	$ 134,604.00	$ -	$	134,604.00	
Books & Supplies									
	42000	Books			24,000		$	24,000.00	Goal 1 - 3
	43110	Instructional Materials			15,226		$	15,226.00	Goal 1 - 3
	43200	Non-Instructional Materials		765			$	765.00	Goal 3 - 1
	43400	Parent Meeting		2,042			$	2,042.00	Goal 3 - 1
	44000	Equipment		609	17,258		$	17,867.00	Goal 3 - 1; Goal 1 - 3
	43150	Software					$	-	
		Sub-Total-Supplies		$ 3,416.00	$ 56,484.00	$ -	$	59,900.00	
Services									
	57150	Duplicating					$	-	
	57250	Field Trip-District Trans			7,000		$	7,000.00	Goal 1 - 4
	57160	Nurses					$	-	
	57400	CorpYard					$	-	
	56590	Maintenance Agreement			1,750		$	1,750.00	Goal 1 - 3
	56530	Equipment Repair					$	-	
	52150	Conference		1,000	7,000		$	8,000.00	Goal 3 - 1; Goal 1 - 1
	59140	Telephone					$	-	
	58450	License Agreement					$	-	
	58720	Field Trip-Non-District Trans			7,000		$	7,000.00	Goal 1 - 4
	58920	Pupil Fees			4,000		$	4,000.00	Goal 1 - 4
	58100	Consultants-instructional					$	-	
	58320	Consultants-Noninstructional					$	-	
		Sub-total-Services		$ 1,000.00	$ 26,750.00	$ -	$	27,750.00	
		Total		$ 4,416.00	$ 217,838.00	$ -	$	222,254.00	
		Differential		-	-			-	
		2016-17 Carryover		42	59,211			59,253	
		Revised 2017-18 Allocation		4,374	158,627			163,001	
				4,416	217,838			222,254	

SCHOOL NAME: MCKINLEY 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		10,000	8,000	$ 18,000.00	Goal 1 - 2, 5
	11700	Teacher Substitute		30,000		$ 30,000.00	Goal 1 - 5
	12151	Counselor		50,274		$ 50,274.00	Goal 2 - 1
	13201	Assistant Principal				$ -	
	19101	Program Specialist		67,002		$ 67,002.00	Goal 1 - 1
	19101	Instructional Coach				$ -	
	19500	Instr. Coach-Add Comp		5,000		$ 5,000.00	Goal 1 - 2
	21101	Instructional Assistant				$ -	
	21101	CAI Assistant		16,274		$ 16,274.00	Goal 1 - 5
	21101	Bilingual Assistant		51,377		$ 51,377.00	Goal 1 - 2
	24101	Library Media Clerk		17,621		$ 17,621.00	Goal 1 - 6
	29101	Community Assistant				$ -	
	21500	Additional Comp/Hourly		4,000		$ 4,000.00	Goal 1 - 5
						$ -	
		TOTAL PERSONNEL COST		$ 251,548.00	$ 8,000.00	$ 259,548.00	
Books & Supplies							
	42000	Books		5,000		$ 5,000.00	Goal 1 - 3
	43110	Instructional Materials		11,641		$ 11,641.00	Goal 1 - 3
	43200	Non-Instructional Materials				$ -	
	43400	Parent Meeting		500		$ 500.00	Goal 3 - 1
	44000	Equipment				$ -	
	43150	Software				$ -	
		Sub-Total-Supplies		$ 17,141.00	$ -	$ 17,141.00	
Services							
	57150	Duplicating		5,181		$ 5,181.00	Goal 1 - 3
	57250	Field Trip-District Trans		3,000		$ 3,000.00	Goal 1 - 4
	57160	Nurses				$ -	
	57400	CorpYard				$ -	
	56590	Maintenance Agreement		3,500		$ 3,500.00	Goal 1 - 3
	56530	Equipment Repair				$ -	
	52150	Conference		10,000		$ 10,000.00	Goal 1 - 1
	59140	Telephone				$ -	
	58450	License Agreement		4,319		$ 4,319.00	Goal 1 - 5
	58720	Field Trip-Non-District Trans		4,000		$ 4,000.00	Goal 1 - 4
	58920	Pupil Fees		5,000		$ 5,000.00	Goal 1 - 4
	58100	Consultants-instructional				$ -	
	58320	Consultants-Noninstructional				$ -	
		Sub-total-Services		$ 35,000.00	$ -	$ 35,000.00	
		Total		$ 303,689.00	$ 8,000.00	$ 311,689.00	
		Differential		-		-	
		Allocations		311,689		311,689	