

2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Rio Calaveras
Address:	1819 E. Bianchi Rd
CDS Code:	6115422
District:	Stockton Unified School District
Principal:	Gina Hall
Revision Date:	June 18, 2018
District Governing Board approved:	June 26, 2018

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

Contact Person:	Gina Hall
Position:	Principal
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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

English Learner Parent Involvement Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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


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

6. This SPSA was adopted by the SSC at a public meeting on June 18, 2018

Attested:

Gina Hall

Typed Name of School Principal



Signature

June 18, 2018

Date

Cristal Aguirre

Typed Name of SSC Chairperson



Signature of SSC Chairperson

June 18, 2018

Date

Mission

Insert the school site's mission.

Rio Calaveras Elementary School promotes high levels of academic achievement for all students. We are focused on being safe, respectful, responsible citizens in a trusting environment. Students are prepared for high school, therefore, laying the foundation for college and careers. In a collaborative environment that promotes open communication with a shared responsibility for all students. United, as a community of students, teachers, parents, staff, and supporters, we will transform Stockton's future.

Vision

Insert the school site's vision.

Rio Calaveras Elementary School provides academic programs that reflect high expectations for all students in a positive learning environment. Program focus on mastery of the standards through rigorous, challenging and evolving curriculum. Students are inspired to become self-directed, goal oriented, creative problem solvers and life-long learners. Students are encouraged to become active citizens who pursue their passions to positively affect society.

School Site Story

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

Rio Calaveras is a school that is now entering its 20th year of existence. When Rio was first developed it was done to accommodate new growth in Stockton, California. Rio Calaveras has always been a strong school in academic delivery and achievement. However, with the lack of viable materials, we have seen ourselves struggling to deliver rigorous, core academic instruction and our students academic growth has shown gaps. We have also had some recent changes in our students with low socio-economic standing and are now 100% free and reduced lunch. As a staff we are struggling to find new ways to provide for our students academic needs, both in time and in financial resources. As a staff we feel that many of our students are not just struggling academically, but developmentally and we do not feel we have the resources needed to provide for all of our student needs, both in staffing and in curriculum. We are working hard to find resources that we can afford that will provide our students with the actual materials they need to overcome their developmental delays.

Even with our students that struggle and have gaps we are also the highest performing neighborhood school in Stockton Unified School District. Last year we had the honor of winning the **National Academic Pentathlon for grades 7 and 8**. Our 6, 7 and 8 grade students also won the **MESA Bowl** competition this year. **Rio Calaveras is a certified AVID Site in both Elementary and Secondary.**

- **Ethnicity:** 41.33% Hispanic, 30.92% Asian, 9.0% Black, 6.33% Filipino, 5.41% White, 1.12% Native Hawaiian, 0.92% American Indian.
- **Low Socio-economic status:** 70.71% of our students meet this criterion
- **EL:** 17.86%

DATA

- English Language Learners grew in proficiency level in ELA and Math 21.5%
- In ELA on the CAASPP we maintained with a 5.4.% increase in students meeting a 3 or above

- Our Special Education students decline 10.1% in Mathematics last year
- The CAASPP overall score for ELA was 48% with a 5.4 point increase
- The CAASPP overall score for Math was 41% with a 10.1 point decrease
- Chronic Absenteeism is not an issue at Rio Calaveras overall (score of 7.1%), as we are below the State Average, however 22% of our African American population have chronic absenteeism issues.

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.

All students will read at grade level by the end of third grade - we will be piloting Lexia Reading Core 5 and working through Units of Study to achieve 10% growth on our MAP and CAASPP Reading Scores. We will be using Compass Learning through the District. We will be purchasing Journey's to provide supplemental materials to further enhance the usage of Common Core Standards in ELA and to support the enhancement of the Units of Study (our District Adopted Curriculum).

All students will grow in their Math and meet MAP goals on grade level - We will be working through the Units of Study to achieve 10% growth on our MAP and CAASPP Math scores.

All students will participate in the AVID program throughout the whole school and we will be focusing on organization and Cornell Note Taking.

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?

In 2016-2017 we implemented a program in which we had a Reading Intervention Teacher who delivered SIPPS instruction to our lowest students. While this helped it did not increase achievement enough to meet the goal of all students reading at or above grade level by the end of 3rd grade. We implemented full use of the Units of Study in Reading and Math. This did not go well at all and we only maintained (showed no growth) in our ELA on our CAASPP and we lost 7% on our Math in CAASPP. The Reading Intervention Teacher was eliminated at the end of the 2016-2017 school year per the District's issues with hiring teachers.

Barriers are that the program did not meet the needs of all students who were not reading at a 3rd grade level. It stopped at the end of phonological and phonemic awareness. The comprehension piece was not able to be the next step as our students did not all master the SIPPS program by the end of the school year. We lost the position at the end of the school year and we were only given one teacher and we had more students with needs than we had teacher hours available. We needed a teacher for primary and a teacher for intermediate, but we were only given one teacher for a school site of 1092 students. The program was discontinued at the end of the year. Our last barrier was our Instructional Coach who did not believe data was as important as classroom management skills, therefore, none of her coaching centered around academic data. The data used to determine the lack of success were the student MAP scores, the CAASPP 3rd grade ELA scores and the amount of students who completed the program.

Our conclusions are based on STAR Accelerated Reader Placement, Lexia, MAP, MPG and CAASPP data.

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

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. Lexia helped our students to maintain their growth on ELA and Reading. Our Reading Intervention Teacher helped our student gain strength in phonics and phonemic awareness.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement? Our students who did go through the program (SIPPS) with our Reading Intervention teacher were able to gain phonological and phonemic awareness and basic skills.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. The Units of Study did not show any growth at all in ELA and in fact hindered our growth in Mathematics with us losing 7% of our students who score at or above grade level on the CAASPP. This is the first time in Rio's history that we have seen this magnitude of loss and it is our students who have been exposed to nothing, but UOS in Math since entering school.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement The Rigor is not in the UOS. There is a distinct lack of skills, strategies and rigor in both the ELA and the Math UOS. Teachers have had a hard time finding the materials needed with many being blocked along the way by our filter. There is no balance between activity and math or reading fluency or materials. Our kids are not reading enough through the UOS.

Having a Reading Intervention Teacher was effective for our primary students who were able to be serviced. Since we only had one teacher, but many students with needs it was minimally effective in improving student achievement. We saw growth in MAP for our students in grades K-2, however, we did not have growth in our students who tested in CAASPP as we did not have enough time to service all that were struggling. Our kids who tested in CAASPP did not get the comprehension level of achievement because they were so far below that academically we could not move beyond the phonics and phonemic awareness instructional level.

In Mathematics we began to see the constant downward spiral of student growth. There were no text books purchased, nor printed materials provided that covered Common Core State Standards in Mathematics for the Units of Study. Our teachers struggled with finding resources that would allow them to meet the needs of our students mathematically. District named resources were not always available at all school sites and those that were are outdated materials. The materials we had did not cover Common Core Standards and did not address the need for students to explain how they arrived at their answer. Our students were confused with the ability to choose more than one answer on the test. The Units of Study and suggested activities are not preparing our students for success on the CASSPP Mathematics Test.

At this point, based on data on MAP and CAASPP, we did not show enough growth using the Units of Study in their present form. Our students who are high performing were not being challenged enough to grow, but our students who are struggling were also not provided enough time to work on gaining the basic skills needed to learn higher level Math.

In AVID we met our goal by actually developing a school wide program. At minimum we have 85% of our teachers who have attended AVID Training or an AVID Summer Institute or equivalent. We have very few teachers who are not fully trained in the AVID Strategies for Elementary or Secondary grade levels. Our counselor in 2016-17 was also trained in AVID as well as our Program Specialist and so is our Principal. This allowed us to reach certification status for AVID in both our Elementary and Secondary grades.

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 draft plan is reviewed by the SSC and changes desired are discussed. If there is an agreement on changes to the document they are made and we vote on the school plan in its entirety

The SPSA is developed through discussion with PLC teams, the Advisory Team and the Leadership-Data Team

The plan is monitored through SMART goals and goal acquisition via PLC agenda items, discussions, Professional Development and the MAP, CELDT and the CAASPP in grades 3-8

We need time. Time to plan, to have in-depth conversations and discussions around the components of the School Plan, implementation and monitoring. We need time in classrooms to monitor.

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?

We met our goal in AVID by becoming fully school wide and reaching certification.

While we did not meet our growth goal in the CAASPP testing for ELA we did maintain with slight growth.

We did not meet our goal in Mathematics, showing a significant decline in our CAASPP testing of grades 3-8.

Our Reading Intervention teacher was minimally successful due to the fact we had more students with needs than could be served by one person.

Future Steps recommendations would be to purchase a viable curriculum in Math and English Language Arts. We would also like to hire and train a classified person in delivery of Reading Intervention in a small group setting. Our teachers need more training in Tier I and Tier II interventions.

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.

We are proudest of the fact that we maintained in ELA and won the National Championship for Academic Pentathlon. We are very proud of the amount of ELL students who have been reclassified over the past two years. Our MESA team took 1st place at the Quiz Bowl. We are very proud of our Rio Otter staff who all care very much for not only the academic success of our students, but for their personal success as well. Every year we are improving our After School program which can be tracked by our students who promote out of the program and no longer qualify. We had an overall increase in our CAASPP for ELA of 5.4 points. A lot of that increase is based on our use of the AR Program to get our kids reading more books.

Our Bilingual Aid works with our students in small group settings and focuses on the Language Skills they need for academic success and to reclassify. Our Program Specialist works one on one with our Bilingual Aid on the lessons to deliver.

We are the most used Library in Stockton Unified School District (including high schools) and our students read up into the millions of words per year working on reading and comprehension through our Accelerated Reader Program. They enjoy challenging themselves to make their point goals every trimester.

Our students are struggling in Reading and Math and we have decided we need to purchase more intervention materials for Reading and Math to help our kids get enough reading practice, skills practice and math skills fluency and practice to once again raise our math achievement instead of seeing a decline in scores and we also need to purchase materials to allow our kids to increase reading fluency and comprehension.

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?

We have a higher suspension rate over some of the other schools in SUSD. We have had some severe issues including fight clubs, students threatening to kill everyone by setting off a bomb at the school, and students bringing alcohol or drugs to school. These are severe incidents which Stockton Unified no longer has a way to service them in a Community Day School.

We feel that some of the issues with suspension are because students have mental health needs that go unmet. We have one counselor for 1,000 students. We qualified for 3 days with Valley Community Counseling but can only get 2. We do not have a place for our students to undergo intensive intervention for behavior to modify their behaviors to make them successful members of society.

Our students did poorly on the CAASPP test in Mathematics with a 10% drop in those at 3 or above. We have purchased a program, Go Math to attempt to supplement and meet the needs of our students. We have also begun 10-minute Math drills for skill development across all grade levels daily.

22% of our African American students suffer from Chronic Absenteeism.

We have Friday School that we try to use instead of suspension as much as possible. We have gone from one Friday a month to two. We also have created After School detention in an attempt to keep our students seen frequently in the office in trouble from going to a suspend-able offense.

We have requested another full-time counselor. Our current counselor is beginning to start groups to work with our kids on socially acceptable behaviors, how to not bully, how to address a bully and how to create friendships. This is happening at all grade levels.

We are working to develop a plan that continues to encourage daily, on time attendance especially in those with chronic issues. Our District has now assigned a CWA worker that is at our site one day per week. She does phone calls, meets with parents and will do home visits if needed. The principal will also personally call a parent of a student who has reached considerable absences. We are partnering with Horace Mann Insurance to provide 2 bikes per trimester for drawings for those students with Perfect Attendance.

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?

Our students who are Socio Economically Disadvantaged students are showing a significant gap (this is basically half of our population at 507 students) in Mathematics. Only our white and students of two or more races did not decline in Mathematics on our CAASPP test (those groups consist of about 54 students).

In ELA our Students with Disabilities declined significantly. These students are so low and we have one teacher for 47 students. This does not allow her to go in depth to completely meet the needs of the students assigned to her. We need to be looking at programs that will help our students with Disabilities.

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.

We have a strong PTA that holds by-monthly meetings and monthly parent coffee socials. We try to combine our meetings with fun things such as Game Night, Movie Night, etc. At our coffee socials we try to present our parents with information on assessments, curriculum that we have purchased, AVID, basic knowledge on the Units of Study for Math and ELA. We also discuss Science needs and are looking for a way to build our own Science Lab. Through all of these avenues and with our ELPAC and SSC we review the school plan that is developed with the principal, assistant principal, our Leadership Team, AVID Team and PBIS Team. SSC and ELPAC meets by-monthly on a Wednesday after school.

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

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

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

Strategic Area of Focus

Academic Student Achievement

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

Student Interventions

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

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended		\$5,000 \$6,000 (Teacher Additional Comp) \$7,000 6,000 (Teacher Substitute) \$53,602 \$80,403 (Salaries/Benefits) \$5,000 (Program Specialist Add Comp) \$1,436 (Additional Comp/Hourly) \$21,800 \$10,000 (Conference)	Title I LCFF	11500 11700 19101 19500 52150
1.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, Lexia, No Red Ink, Brainpop, Reading PLUS, Discovery Education, SCOPE, Learning A-Z - Razz Plus, etc., including applicable program training), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers,	Accelerated Reader progress monitoring Lexia progress monitoring	Monthly	\$10,000 (Books) \$108,766 \$37,685 (Instructional Materials) \$10,000 (Equipment) \$2,000 (Duplicating) \$3,200 (Maintenance Agreement) \$22,000 \$18,500 (License Agreement)	Title I LCFF	42000 43110 44000 57150 56590 58450

	projectors, doc camera, interactive monitors, etc.), and GO Math supplemental supplies and online support.					
1.3 Student Intervention	Provide students with extended day opportunities, such as homework club, intervention, and tutoring.			\$10,000 \$7,150 (Teacher Additional Comp)	Title I LCFF	11500
1.4 Academic Student Achievement	To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, and intervention resources.	# of students/staff using library facilities Accelerated Reader progress monitoring Lexia progress monitoring # of students at grade level # of students below grade level # of students making progress		\$17,951 \$38,091 (Salaries/Benefits)	LCFF	21101 24101

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
1.1 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended		\$5,000 \$6,000 (Teacher Additional Comp) \$7,000 6,000 (Teacher Substitute) \$53,602 \$80,403 (Salaries/Benefits) \$5,000 (Program Specialist Add Comp) \$1,436 (Additional Comp/Hourly) \$21,000 \$10,000 (Conference)	Title I LCFF	11500 11700 19101 19500 52150
2.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, Lexia, No Red Ink, Brainpop, Reading PLUS, Discovery Education, SCOPE, Learning A-Z - Razz Plus, etc., including applicable program training), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers,	Accelerated Reader progress monitoring Lexia progress monitoring	Monthly	\$10,000 (Books) \$108,766 \$37,685 (Instructional Materials) \$10,000 (Equipment) \$2,000 (Duplicating) \$3,200 (Maintenance Agreement) \$22,000 \$18,500 (License Agreement)	Title I LCFF	42000 43110 44000 57150 56590 58450

	projectors, doc camera, interactive monitors, etc.), and GO Math supplemental supplies and online support.					
2.3 Student Intervention	Provide students with extended day opportunities, such as homework club, intervention, and tutoring.			\$10,000 \$7,150 (Teacher Additional Comp)	Title I LCFF	11500
2.4 Academic Student Achievement	To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, intervention resources and activities (e.g., Baseball by the Books)	# of students/staff using library facilities Accelerated Reader progress monitoring Lexia progress monitoring # of students at grade level # of students below grade level # of students making progress		\$17,951 \$38,091 (Salaries/Benefits) \$TBD (District Transportation)	LCFF	21101 24101 57250

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended		\$5,000 \$6,000 (Teacher Additional Comp) \$7,000 6,000 (Teacher Substitute) \$53,602 \$80,403 (Salaries/Benefits) \$5,000 (Program Specialist Add Comp) \$1,436 (Additional Comp/Hourly) \$21,000 \$10,000 (Conference)	Title I LCFF	11500 11700 19101 19500 52150
3.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, Lexia, No Red Ink, Brainpop, Reading PLUS, Discovery Education, SCOPE, Learning A-Z - Razz Plus, etc., including applicable program training), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers,	Accelerated Reader progress monitoring Lexia progress monitoring	Monthly	\$10,000 (Books) \$108,766 \$37,685 (Instructional Materials) \$10,000 (Equipment) \$2,000 (Duplicating) \$3,200 (Maintenance Agreement) \$22,000 \$18,500 (License Agreement)	Title I LCFF	42000 43110 44000 57150 56590 58450

	projectors, doc camera, interactive monitors, etc.), and GO Math supplemental supplies and online support.					
3.3 Student Intervention	Provide students with extended day opportunities, such as homework club, intervention, and tutoring.			\$10,000 \$7,150 (Teacher Additional Comp)	Title I LCFF	11500
3.4 Academic Student Achievement	To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, intervention resources and activities (e.g., Baseball by the Books)	# of students/staff using library facilities Accelerated Reader progress monitoring Lexia progress monitoring # of students at grade level # of students below grade level # of students making progress		\$17,951 \$38,091 (Salaries/Benefits) \$TBD (District Transportation)	LCFF	21101 24101 57250

LCAP GOAL 2: Safe and Healthy Learning Environments

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

Strategic Area of Focus

School Climate

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PLUS program, counseling (e.g., classroom presentation, Lunch Club, small groups, outside organizations (i.e., Point Break and Valley Community Counseling), structured student engagement activities (e.g., anti-bullying program and crime stoppers, etc.), etc.	# of student being referred for social/emotional issues # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 (Salaries) \$TBD (Non-Instructional Materials)	LCFF	12151 43200

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PLUS program, counseling (e.g., classroom presentation, Lunch Club, small groups, outside organizations (i.e., Point Break and Valley Community Counseling), structured student engagement activities (e.g., anti-bullying program and crime stoppers, etc.), etc.	# of student being referred for social/emotional issues # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 (Salaries) \$TBD (Non-Instructional Materials)	LCFF	12151 43200

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PLUS program, counseling (e.g., classroom presentation, Lunch Club, small groups, outside organizations (i.e., Point Break and Valley Community Counseling), structured student engagement activities (e.g., anti-bullying program and crime stoppers, etc.), etc.	# of student being referred for social/emotional issues # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 (Salaries) \$TBD (Non-Instructional Materials)	LCFF	12151 43200

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 to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.)	# of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training	Monthly	\$4,110 (Additional Comp/Hourly) \$665 \$45 (Non-Instructional Materials) \$2,000 (Parent Meeting)	Title I LCFF	43200 43400

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 to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.)	# of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training	Monthly	\$4,110 (Additional Comp/Hourly) \$665 \$45 (Non-Instructional Materials) \$2,000 (Parent Meeting)	Title I LCFF	43200 43400

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
<p>3.1 Parent, Student, and School Engagement</p>	<p>Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.)</p>	<p># of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training</p>	<p>Monthly</p>	<p>\$4,110 (Additional Comp/Hourly) \$665 \$45 (Non-Instructional Materials) \$2,000 (Parent Meeting)</p>	<p>Title I LCFF</p>	<p>43200 43400</p>

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
Gina Hall			X			
Julie Pichardo	08/01/2016	08/01/2018		X		
Cristal Aguirre	08/01/2016	08/01/2018		X		
Julia Morales	08/01/2016	08/01/2018			Program Specialist	
Victoria Martinez	08/01/2016	08/01/2018				X
Diana Rennard	08/01/2016	08/01/2018				X
Sherry McClain	08/01/2016	08/01/2018				X
Irene Draper	08/01/2016	08/01/2018				X
Laurie Silva	08/01/2016	08/01/2018		X		
Irma Lopez	08/01/2016	08/01/2018				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: RIO CALAVERAS ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Parent Involvement	Instructional- General	Extended Day /Year		
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			5,000	10,000	\$ 15,000.00	Goal 1 - 1; Goal 1 - 3
11700	Teacher Substitute			7,000		\$ 7,000.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	Goal 1 - 1
19101	Program Specialist			53,602		\$ 53,602.00	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp			5,000		\$ 5,000.00	Goal 1 - 1
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly		4,110	1,436		\$ 5,546.00	
						\$ -	
	TOTAL PERSONNEL COST		\$ 4,110.00	\$ 72,038.00	\$ 10,000.00	\$ 86,148.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			108,766		\$ 108,766.00	Goal 1 - 2
43200	Non-Instructional Materials		710			\$ 710.00	Goal 3 - 1
43400	Parent Meeting					\$ -	
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 710.00	\$ 108,766.00	\$ -	\$ 109,476.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			3,200		\$ 3,200.00	Goal 1 - 2
56530	Equipment Repair					\$ -	
52150	Conference			21,800		\$ 21,800.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			22,000		\$ 22,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 47,000.00	\$ -	\$ 47,000.00	
	Total		\$ 4,820.00	\$ 227,804.00	\$ 10,000.00	\$ 242,624.00	
	Differential		-	-		-	
	2016-17 Carryover		45	64,638		64,683	
	Revised 2017-18 Allocation		4,775	173,166		177,941	
			4,820	237,804		242,624	

SCHOOL NAME: RIO CALAVERAS 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		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		6,000	7,150	\$ 13,150.00	Goal 1 - 1; Goal 1 - 3
11700	Teacher Substitute		6,000		\$ 6,000.00	Goal 1 - 1
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		80,403		\$ 80,403.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		17,951		\$ 17,951.00	Goal 1 - 4
24101	Library Media Clerk		38,091		\$ 38,091.00	Goal 1 - 4
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 173,582.00	\$ 7,150.00	\$ 180,732.00	
Books & Supplies						
42000	Books		10,000		\$ 10,000.00	Goal 1 - 2
43110	Instructional Materials		37,685		\$ 37,685.00	Goal 1 - 2
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting		2,000		\$ 2,000.00	Goal 3 - 1
44000	Equipment		10,000		\$ 10,000.00	Goal 1 - 2
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 59,685.00	\$ -	\$ 59,685.00	
Services						
57150	Duplicating		2,000		\$ 2,000.00	Goal 1 - 2
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		10,000		\$ 10,000.00	Goal 1 - 1
59140	Telephone				\$ -	
58450	License Agreement		18,500		\$ 18,500.00	Goal 1 - 2
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 30,500.00	\$ -	\$ 30,500.00	
	Total		\$ 263,767.00	\$ 7,150.00	\$ 270,917.00	
	Differential		-		-	
	Allocations		270,917		270,917	