



**2017-2020**

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

### **Site Strategic Plan**

<b>School:</b>	Taylor Leadership Academy
<b>Address:</b>	1101 Lever Blvd. Stockton, CA 95206
<b>CDS Code:</b>	6042774
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Connor Sloan, Ed.D.
<b>Revision Date:</b>	January 19, 2018
<b>District Governing Board approved:</b>	April 10, 2018

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

<b>Contact Person:</b>	Connor Sloan, Ed.D.
<b>Position:</b>	Principal
<b>Phone Number:</b>	209-933-7290
<b>E-mail Address:</b>	csloan@stocktonusd.net

## Contents

SECTION I: BACKGROUND .....	3
Purpose/Intent .....	3
Recommendations and Assurances .....	4
Mission .....	5
Vision.....	5
School Site Story.....	5
SECTION II: EVALUATION .....	7
Plan Priorities .....	7
Plan Implementation.....	8
Strategies and Activities .....	11
Involvement/Governance.....	14
Outcomes .....	16
Summary of Review of Overall Performance.....	17
Greatest Progress.....	17
Greatest Needs.....	19
Performance Gaps.....	20
SECTION III: STAKEHOLDER OUTREACH .....	23
Stakeholder Involvement.....	23
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	25
Strategic Planning Details and Accountability .....	25
LCAP Goal 1: Student Achievement.....	25
Strategic Area of Focus .....	25
LCAP GOAL 2: Safe and Healthy Learning Environments .....	35
Strategic Area of Focus .....	35
LCAP Goal 3: Meaningful Partnerships .....	44
Strategic Area of Focus .....	44
Section V: School Site Council Membership .....	54
Section VI: Budget Allocation Spreadsheets .....	55

## 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

*D. Brown*  
\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

*Maria Lopez*  
\_\_\_\_\_  
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 01/19/2018.

Attested:

Connor Sloan  
\_\_\_\_\_  
Typed Name of School Principal

*Connor Sloan*  
\_\_\_\_\_  
Signature of School Principal

02/28/2018  
\_\_\_\_\_  
Date

Maria Lopez  
\_\_\_\_\_  
Typed Name of SSC Chairperson

*Maria Lopez*  
\_\_\_\_\_  
Signature of SSC Chairperson

02/28/2018  
\_\_\_\_\_  
Date

## **Mission**

Insert the school site's mission.

Working collaboratively as a professional learning community we will close the achievement gap by preparing all students for college, career readiness, to be successful in a global society, and utilizing their imaginations and critical thinking skills.

## **Vision**

Insert the school site's vision.

We are leaders, learners, and thinkers preparing for our future.

## **School Site Story**

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

Taylor Leadership Academy is a Title 1 identified public school serving TK-8th grade students located in the Stockton Unified School District with a morning and afternoon preschool program on campus and two Head Start programs. Taylor Leadership Academy is a school that completed their fourth year of implementation of the School Improvement Grant as a Turnaround School in the 2015-2016 academic year and continues to implement both strategies and systems that are research based practices focused on increasing student achievement & attendance while addressing social-emotional development and family involvement. Our student population for the 2017-2018 academic year is around 535 students (including PK students). On the State Standardized Assessment (CAASPP) our SBAC school wide results showed that around 22% of students met or exceeded standards in ELA and 17% met or exceeded standards in Math. Our school is made up of a diverse student body (52% Hispanic, 18% African American, 10% Asian, 5% 2 or more races, 3% American Indian, and 2% White) and our school culture celebrates and values students attendance, academics, and family engagement. At our school 86% are eligible for free lunch, 3% for reduced lunch, and with 126 identified English Learners we have over 12 languages that are spoken on our campus. With our Family Center and parent liaison we offer weekly trainings and classes for parents and community members.

We are an AVID certified site both in K-6th Elementary and our 7th-8th grade middle school program that was recognized by AVID as a site of distinction for the 2016-2017 school year data collected by the AVID Center. Our middle school has AVID elective classes offered Monday-Friday where tutors from local universities and colleges come in to assist with running AVID tutorials. Through district LCFF funding we have weekly teacher collaboration times built into our schedules every Tuesday. STEM instruction is integrated into project-based learning activities within the instructional day, Academic Parent Teacher Team meetings happen four times a year, ongoing professional development opportunities in addressing the Common Core State Standards instructional shifts, and we facilitate four times a year AVID Parent Academies. We have a school garden on site that we continue to add to that is called, Seeds of Change, and are working with our Community Center on campus to enlist parent and community support and participation in the ongoing development of the school garden project as well as health and wellness classes. Our school website, <https://www.stocktonusd.net/Taylor>, provides further details & information about our school and the programs offered as well as resources to benefit student learning within and outside of school instructional hours. As a Professional Learning Community we continue to develop and implement systems that address the learning and social-emotional needs of our students.

## 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.

1) Increasing student academic achievement levels in the areas of reading & mathematics.

#### Goals:

##### ELA:

School wide, as measured by MAP, 59% of students will meet their projected growth targets by Spring 2018, and 38% of students will meet their RIT scores as measured by the Reading Spring 2018 MAP results.

30% of 3rd-8th grade students will meet or exceed grade level standards as measured by the 2018 SBAC scores in ELA.

##### Math:

School wide, as measured by MAP, 58% of students will meet their projected growth targets by Spring 2018, and 24% of students will meet their RIT scores as measured by the Math Spring 2018 MAP results.

25% of 3rd-8th grade students will meet or exceed grade level standards as measured by the 2018 SBAC scores in Math.

#### Expenditures

- Instructional Materials & Supplies (LCFF): \$14,666
- Instructional Equipment (LCFF): \$27,000
- Books (Title 1): \$497
- Instructional Materials (Title 1): \$15,000
- Instructional Coach (Title 1): \$53,602
- Equipment (Title 1): \$2,300
- License Agreement (Title 1): \$500
- Field Trip Trans. (Title 1): \$3,700

2) Provide Professional Development for teachers to increase instructional rigor and differentiated practices.

- Teacher Added Comp. (LCFF): \$14,000
- Teacher Added Comp. (Title 1): \$22,628
- Instructional Coach Add Comp. (Title 1): \$2,000
- Teacher Substitute (LCFF): \$14,000
- Teacher Substitute (Title 1): \$16,000
- Conferences (Title 1): \$16,678

-Conferences (LCFF): \$10,000

3) Increase parent involvement and trainings and school wide focus on social-emotional development.

-Counselor (LCFF): \$62,844

-Field Trips (LCFF): \$5,000

-Teacher Substitute (Title 1): \$800

-Books (Title 1): \$497

-Instructional Materials (Title 1): \$500

-Parent Meeting (Title 1): \$500

### ***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?

APTT Implementation: Teachers surveyed (20 teachers) shared that they felt teacher and parent collaboration (APTT) was a process that was directly influencing student academic progress and directly supported an increase in parent participation and awareness of the educational goals that are being developed school wide. Teachers reported that the process of meeting with parents in both a whole group setting and one on one conferences helped the teachers to clearly share using data how the students were progressing in the areas of ELA and Math. Teachers reported that they desired more parent participation. Teachers felt that they needed access to more materials and funds to create the games and resources needed to carry out the APTT process. Teachers expressed that the APTT process was a lot of work and extra hours and that the parent participation in supporting their children play games, set SMART goals, and practice academic skills at home was helping students to learn foundational skills in the areas of ELA and Math that many students were struggling in. In the first APTT meeting 190 parents/guardians took part in the meetings representing 37% of the family population, 283 parents/guardians took part in the individual conferences representing 54% of the family population, 156 parents/guardians took part in the second APTT meeting representing 30% of the family population, and 181 parents/guardians took part in the third APTT meeting representing 38% of the family population.

For the 2017-2018 APTT meetings the goals are for at least 40% of the community to take part in the first meeting, 55% of community members taking part in the individual conferences, 40% of community members to take part in the second meeting, and 50% of the community to take part in the third meeting as measured by the sign-in sheets and survey results.

AVID:

We had 90% of our staff AVID trained and were able to allocate funds to ensure teachers had an opportunity to participate in a PathWays training or a Summer AVID Institute. The Instructional Coach and lead teachers held paid trainings twice a month focused on AVID strategies for teachers and facilitated four Parent AVID Academies that were well attended with an average of 56 parents attending the AVID Parent Trainings. 7th



and 8th grade AVID students were provided with tutorials three days a week and college AVID tutors took part in the AVID elective four days a week.

**AVID Student Assessment:** Understand the purpose and use of the agenda planners, use Cornell Notes 6th-8th grades, 7th-8th grade turn in tutorial referral forms to address questions and content areas in need of academic support, use WICOR walls in the classroom, have defined what it means to be a successful student, are aware of Costa's Levels of Questions, set SMART goals, and feel that being prepared for and attending a four year college is important  
**High-Interest Book Survey:** Students are interested in Graphic Novels, short scary stories (i.e. Goose Bumps), I-Spy books, and a greater selection of Dr. Seuss and Curious George books, and fiction books focused on Science-Fiction and Fantasy.

#### PARENTS/Guardians:

**School-to-Home Communication Survey:** 88% of parents expressed they were satisfied with the school to home communication system, 12% of parents expressed they wanted weekly progress reports about how their child is doing in the class, and parents expressed they appreciated the Wednesday Weekly Communication folders. Parents expressed that they enjoy knowing that communication from school can be expected to be sent home every Wednesday and that they look for a green folder. Some parents commented that they get a lot of the same information because they have so many children attending school, however, those same parents expressed they were happy to at least be getting information about school on a weekly basis. Parents also expressed they like the fact that they sign every Wednesday the folder to have it returned and that there is an incentive plan connected with returning the folder to class on Thursday so that their child gets to earn something for being responsible. Parents shared that they find the daily AVID agenda/planner helpful in identifying the daily homework students have as well as the big ideas they learned that day. 40% of parents stated they utilize the agenda/planner to write notes and communicate with their child's teacher.

**School Climate Survey:** Parents expressed on the survey that was taken that they feel the school has become a much more organized, friendly, and safe environment in the last four years. They expressed that they feel more informed about what is happening at school with the increase of school to home communication and feel that their children are happy to attend school.

Some parents expressed the desire to have a campus that is cleaner. Parents also expressed their desire to continue to have daily or weekly behavior charts or forms as they help parents stay informed about how their child's behavior at school. Parents also expressed that they appreciated that the nurse would do head lice checks on students. Survey results also shared parents feeling that they like the community gatherings and fun events that the school has such as the Resource Fairs, Fall Festival, Spring Festival, and quarterly Academic Assembly celebrations.

#### Student Data Analysis:

Time is taken at the at the beginning of the school year through department, staff and school site council meetings to review the data that has been identified as the major factors in affecting the school's progress. Sources of data are listed below. As the year progresses, data is updated, and the information is shared with the staff and community members through the Principal's message via the school's website, school site council, or parent meetings.

Communication of student performance data has remained a top priority at our schools. Results are shared with the following shareholders: parents, students and staff. Communication is supported through school and teacher websites, online grade books, principal newsletters, parent conferences and staff meetings and site council meetings with relevant stakeholders. In addition, our schools have streamlined communication with

these shareholders with the addition of ParentLink, a web based portal that links principals, teachers, parents, students and community in communication.

Although in its beginning stages of implementation, this program allows access to student data as well as communication through email, phone and text messaging and printed letters. Communication and conscious data collection will ultimately lead to improved student achievement at our school. These paths have led to changes in the way that we run our school using professional learning communities with the purpose of improving instructional practices and student achievement. Although common assessments are required, the consistency of this practice is not met at the same levels in all departments. While most departments/schools create common assessments, not all are thoroughly analyzed, and the outcomes are varied.

- CCSS Units of Study- Grade Level/PLC/Academy/Area Collaboration
- Teacher conferences with Principal/Coaches (quarterly)
- Development of Common Formative Assessments (CFAs)
- Use data to determine to reteach, for enrichment and for intervention
- Student identification for CARE & SAP/SST referral
- Multiple measures (i.e. graded projects, tasks, assignments, assessments etc.) for grade reporting to students and parents
- Skills Assessments (i.e. fluency, etc.)

Fourth grade in ELA as measured by SBAC showed the most need for growth and improvement as measured by 92% of 4th grade students not meeting the standard followed by 5th grade where as measured by SBAC 88% of students did not meet standards in ELA. Analysis of this data highlighted the need to improve students reading comprehension, ability and skill sets with close reading of texts, and increasing the use of informational text and word processing on computer opportunities throughout the year and integrated into cross curricular activities. Our 6th grade students have the highest percentage of students meeting their growth targets in the area of reading as measured by MAP. With the trend for the last three years of school wide increases in state standards assessment results a need for ongoing training in collecting, analyzing, and collaborating around student data on a weekly basis utilizing the PLC approach to working in grade level cluster groups and vertical articulation teams need to be consistently implemented and sustained. The implementation of tri-annual teacher academic conferences, quarterly APTT meetings, weekly collaboration, integration of AVID strategies across the curriculum, STEM instruction, and site-based coaching has increased teacher capacity to deliver instructional practices with increasing rigor and developing ability to integrate leveled questions that increase students' depths of knowledge.

Taylor Leadership Academy will evaluate the progress of this goal by strategically analyzing MAP data, holding tri-annual teacher academic conferences, trimester creation of SMART goals, and three whole class APTT meetings with focused data in the areas of ELA and Math and parent/guardian setting SMART goals for their child.

Taylor Leadership Academy will implement the following to address our goal:

1. Weekly collaborative meetings dedicated to data team meetings with the focus on student academic achievement using student data and common formative assessment results.
2. Provide common core state standards aligned coaching and professional development onsite and data cycles aligned with trimester SMART goals in the areas of ELA, Math, ELD, STEM, Writing, Discipline, & Attendance.
3. Progress monitoring will be done through MAP assessments and formative assessments.

4. Monitor RIT scores of all grade levels and address specific needs using the Descartes Learning Continuum.
5. Conduct quarterly teacher academic conferences with administration and teaching staff to analyze assessment and student data and discuss intervention needs.

### ***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

Teacher Collaboration Meetings: Once a week, two for one hour each and two for one and a half hours each, all teachers participate in a collaboration meetings after school. The aim is always to improve teaching. Typically, one meeting is used to deepen the staff's understand of Common Core standards and appropriate instructional methods. The other meeting will often focus on student work and assessments.

Regardless of the content of the meeting, teachers collaborate and within departments and cross departmentally to share their collective learning and knowledge while analyzing student data and creating strategic action plans to address identified student learning needs.

Common Core State Standard Training: All teachers will attend trainings provided by the district to increase their knowledge and implementation of the CCSS. Focus will primarily be on the Units of Study as the district fully implements their newly adopted curriculum. Teachers train teachers sessions are organized around effective research based methods of differentiating instruction and linking topics and concepts across the content areas.

A focus on training and opportunities to further expand teacher's abilities to increase student academic achievement our focus is on:

- Common Core State Standards
- AVID
- Site specific PD
- Imagine Learning Supporting Struggling Readers as a Supplemental Support
- Instructional Rounds & Engagement Visits as a process for instructional feedback
- ST Math Supporting Conceptual Mathematical skills as a supplemental support
- Monthly Common Formative Assessments Data Cycle
- Professional Learning Communities (PLCs)
- English Learner Program PD
- Technology Integration (Google Classroom, Google Docs, Mystery Science)

- PBIS, Plus, No Bully Solution Teams and Restorative Justice

Teachers use a variety of instructional strategies based on curriculum, current research in pedagogy, administrator recommendation or guidance, new classroom technology and “best practices” developed through staff development, Professional Learning Communities (PLC) and departmental standards. Teachers are now able to access student test scores via our Illuminate Database. Staff members are also using information regarding Advanced Placement (AP) placement and AP test results to attempt to reduce the achievement gap between our various students and ensure equal access to a challenging curriculum for all students. Teachers are taking this information and through collaboration time and PLC’s, they are developing improved instructional strategies, common rubrics and consistent presentations to better target areas of growth. SUSD recognizes that we have to improve articulation between our elementary and high schools to ensure that as students matriculate from one site to the next there is a consistency in standards, expectations and curriculum that builds on that of the previous year.

- Project based learning
- Instructional strategies/effect size/impact on learning/achievement - Marzano, Hattie
- AVID
- Professional Learning Communities (PLCs)
- Tutoring (Peer, Mentors, Additional Before/After School)
- Content and Assessment Programs (i.e. STMath, Compass Learning, MAP, AR, etc.)
- Caring School Community
- Peer Leaders Uniting Students

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?

Strategies and activities that were effective in improving student achievement would be the teacher train teachers Thursdays which ensured that 100% of staff were conducting all elements of the Units of Study as well as conducting Common Formative Assessments on a four-week data cycle. Common Formative Assessments results showed that in grades TK-3<sup>rd</sup> grade on the average 70% of the students in the class were able to perform at an 80% or higher proficiency rate at answering the questions and 4<sup>th</sup>-6<sup>th</sup> grade on average 65% of students were able to answer 80% or greater as measured by the CFA and 7<sup>th</sup>-8<sup>th</sup> grade on average 58% of the students showed they were able to answer or respond correctly to the content of the CFAs. The level of engagement and rigor continues to improve in the classroom and continues to need to increase as measured by the instructional rounds data and instructional coach data cycles that were carried out. It continues to be found that more differentiation of instruction and assigned activities is needed and that DOK levels of questions and student responses remain at a 1 and 2 school wide and as a staff we continue to address the need to increase rigor through staff professional development opportunities and onsite training. MAP data has shown that school wide in Math we have 12.6% at grade level in Fall and 13.8% at grade level in Winter and in Reading 18% in Fall and 18.2% at grade level as measured by MAP. The instructional coach AVID action walks, Danielson Coaching cycles, led trainings, intervention teacher reading small groups for 1<sup>st</sup>-4<sup>th</sup> grades and the small support groups 4<sup>th</sup>-6<sup>th</sup> grade being pulled by the intervention sub appears to be helping to increase students’ levels of reading comprehension and fluency. The Academic Parent Teacher Team meetings and AVID Parent Academies have focused on writing in the margins, close reading strategies, and increasing reading comprehension strategies appear to be supporting parents/family members ability to support their children at home in effective engagement of academic activities and reading skills. The

staff also increased the school wide focus on attendance and positive outreach to family and created monthly attendance incentives for students with 95% or higher positive attendance and we found that with each month some students (around a 3% increase) increased their attendance consistency of attending school and we were able to increase our school wide average of attendance by 3%.

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

Some of the strategies and activities that appear to be ineffective or minimally effective in improving student achievement would be the time spent on ST Math as we continue to see struggling results with our students in the area of math as school wide as measured by MAP we only have 13.8% of students meeting grade level expectations by Winter with a 1.2% increase in proficiency between the Fall and Winter assessments. We also continue to struggle with increasing the rate of attendance of the identified chronic absent students. We have done outreach, home visits, parent trainings, resources have been made available through the family center to families and getting the Child and Welfare Attendance involved in the process of addressing students who are missing multiple days of school per month. We continue to hold CARE and SST team meetings to address the incentives, supports, and interventions that are being put in place and looking at ways to increase the effectiveness of our outreach to families and students who are not coming to school on a regular basis.

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

When it comes to focusing on academics the team believes that the reason why student achievement is not moving at the desired rate is because the level of rigor of instruction and resources being utilized for the Units of Study instruction need to be addressed in the way in which differentiated instruction and activities are being utilized to ensure all students are accessing the instruction and content at a level in which they can not only understand, but also engage, inquire, and be challenged by the content and skills integrated into the lessons. With many new teachers to the profession with their first year of teaching, ten teachers, it will take time to achieve the expected rigor and academic outcomes that are desired. School wide we continue to have students meet their growth targets, increase their attendance rates at school, decrease the number of suspensions, and actively take part in instruction, however, it will take time, consistency of applying research-based instructional practices, and continued development of our Professional Learning Community to reach the desired level of academic rigor and achievement that our vision and mission outlines.

Based on the analysis of this practice, would you recommend: The team recommends continuing with the initiatives, programs, and goals outlined in our strategic school plan and continue to revisit and analyze the ways in which the goals are being met, the strategic action steps that are being put in place, and how we can utilize staff development, trainings, Academic Parent Teacher Teams, AVID Parent Academies, collaboration



time, data team, and Teacher Academic Conferences to continue to grow, improve, and meet the academic and social-emotional needs of all 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?

Time is taken at the at the beginning of the school year through department, staff and school site council meetings to review the data that has been identified as the major factors in affecting the school's progress. Sources of data are listed below. As the year progresses, data is updated, and the information is shared with the staff and community members through the Principal's message via the school's website, school site council, or parent meetings.

Communication of student performance data has remained a top priority at our schools. Results are shared with the following shareholders: parents, students and staff. Communication is supported through school and teacher websites, online grade books, principal newsletters, parent conferences and staff meetings and site council meetings with relevant stakeholders. In addition, our schools have streamlined communication with these shareholders with the addition of School Messenger, a web-based portal that links principals, teachers, parents, students and community in communication.

Although in its beginning stages of implementation, this program allows access to student data as well as communication through email, phone and text messaging and printed letters. Communication and conscious data collection will ultimately lead to improved student achievement at our school. These paths have led to changes in the way that we run our school using professional learning communities with the purpose of improving instructional practices and student achievement. Although common assessments are required, the consistency of this practice is not met at the same levels in all departments. While most departments/schools create common assessments, not all are thoroughly analyzed, and the outcomes are varied.

How was the SSC involved in development of the plan?

- The district goals, Superintendent expectations, and LCAP overview was presented to the SSC
- Active discussions were ongoing on the assessment results (State, District, and Classroom) of school wide student achievement as well as identified trends were discussed
- Budget was reviewed multiple times, discussed, and all allocations were voted on by the SSC
- SSC helped develop the School Safety Plan, school site goals, and how funds were allocated to support the set goals that were collaboratively established
- Incentives were brainstormed and developed in collaboration with the SSC to address Attendance, Behavior, and Academics
- Any changes that needed to be made were proposed, discussed and voted on by the SSC

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

- ELAC was presented with the budget and discussed the ways in which LCFF funds were allocated to meet the needs of ELLs and community members
- Parent groups were presented with the school strategic plan and feedback was collected in the ways community members wanted to see the school improved or resources allocated
- Surveys of perceived status of the climate, culture, and academic effectiveness
- Discussing ways to increase parent participation
- Assisting in organizing incentive events and access to resources

How was the plan monitored during the school year?

- Monthly updates to the SSC
- Quarterly updates to the ELAC
- Monthly data analysis of school wide and grade level attendance
- Data Summits focused on UOS results
- Monthly analysis of referrals to the office and suspensions
- Quarterly SMART goals set in the areas of Math, ELA, ELD, and STEM
- Weekly collaboration data and notes from teacher teams
- Monthly Parent Committee meetings
- Quarterly Teacher Academic Conferences
- Monthly AVID Leadership Team meetings discussing school wide data aligned with the school strategic plan
- Quarterly Academic Parent Teacher Team meetings discussing student growth

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

- Possibly having occasional SSC and/or parent meetings on Saturdays to increase the amount of parent/community participation
- Creating a data wall within the cafeteria of school wide goals and progression towards meeting those goals
- Keeping our Parent Liaison and Community Partnership to ensure our Family Center continues
- Quarterly Data Summits involving students, staff, and parents beyond the Academic Parent Teacher Team Meetings, AVID Academies, and Academic Nights

## Outcomes

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

Identify any goals in the current SPSA that were met.

-With the 2017 Spring goals the Kindergarten and 4<sup>th</sup> grade classes met their MAP goals. With the Fall MAP scores of 2017 2<sup>nd</sup> grade met their Math RIT goal and 2<sup>nd</sup> and 5<sup>th</sup> grade met their Math Projected Growth Target goals with 6<sup>th</sup> grade 1% from meeting their goal. 1<sup>st</sup> grade also met their Reading Projected Growth Target goal for Fall MAP.

-We currently are meeting our attendance goal at school wide attendance of 96%.

-We have met our suspension goal as we have reduced suspensions by 50%

Identify any goals in the current 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.

We did not meet our parent involvement goal as we wanted 65% of parent involvement in our Academic Parent Teacher Team Meetings and we currently are at 58% participation with one more round of APTT meetings to take place in May. In our first APTT meeting of the fall 2017 we had 37% of families participate and for our APTT Individual conferences we had 54% of families participate.

-We believe it is less about ineffective implementation and more about the weather elements out of our control as the rain was more consistent and heavy this year and we had our second round of APTT meetings during a strong rain system that was out of our control.

We continue to explore ways to increase family engagement and involvement and the ways that are found to be the most effective communication outreach methods that get families to come and attend our family engagement events.

Based on this information, what might be some recommendations for future steps to meet this goal?

-Utilize our new digital board to advertise parent events

-More personal calls made by the teacher rather than relying on the Phone Connect System

-Revising the tiered incentive plan for attendance, attitude, and academics with the new funds that have been released to the site for a one time 3 year window of allocation to address attendance and increasing academic achievement school wide



## **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.

An area of growth and progress to be focused on is English Language Arts and English Language Learners:

#### **English Language Arts Growth:**

Based on data from the LCFF Evaluation Rubrics (California School Dashboard), in the area of English Language Arts the change was declined significantly at -16.4 points. As measured by the state assessment the SBAC 22% of students in 3rd-8th grades met or exceeded the grade level expectations which represented a 3% increase from the year prior. As measured by the district summative assessment of MAP 49% of students school wide met their Projected Growth Target. Teachers continue to take part in district level and site-based professional development focused on standards based instruction aligned with Common Core State Standards and the Units of Study. Teacher facilitated trainings happen on a weekly basis focused on differentiated instructional practices. Teachers take part in weekly collaborations focused on academic improvement and specifically increasing students levels of literacy. In addition, instructional engagement visits by the site-based Quality Instruction and Collaborative Learning Implementation team, led by the instructional coach, take place on site and provide direct feedback and embedded coaching to all teachers, while reinforcing instructional practices of integrated ELA concepts and strategies across content areas. Through these constructive site based practices, teachers can continue to develop and improve the instruction and educational activities that are being provided to students specifically in the area of ELA and across all content areas. The school will continue in the forthcoming years of ensuring that the instructional rigor continues to improve and develop the collaborative learning activities that are being provided to students aligned with Common Core State Standards.

#### **English Language Learners:**

Based on data from the LCFF Evaluation Rubrics (California Dashboard), in the area of English Language Learners all identified students change declined 6.9%. The staff has worked collaboratively to address the needs of our English Language Learners and attended trainings focused on research-based effective measures of both designated and integrated forms of English Language Development. Teachers utilized test released questions and specifically designed their English Language Development instruction with skill-based instruction aligned with the CELDT structure of assessment. The teachers collaborative efforts to address the needs of English Language Learners led to 22 students being reclassified. The Language Development Department and Curriculum and Instruction department in collaboration has provided trainings and professional development opportunities focused on designated and integrated instruction that supports English Language Learner students access and participation with the curriculum Units of Study throughout the instructional day. In addition, the instructional coach has designed strategic trainings on a monthly basis focused on integrating listening, speaking, writing, reading, and visualizing skills across the content areas specifically focused on integrated ELD instruction.

Taylor Leadership Academy continues to focus on instructional practices and student supports that address the learning needs in the areas of foundational literacy skills and reading comprehension. Measured by both district assessments, MAP, and state assessments, SBAC, we continue to increase the percentage of students that are meeting and or exceeding grade level expectations and improve the number of students who are

meeting or exceeding their projected growth targets. As a Professional Learning Community we collectively continue to explore ways that through collaboration and professional development we can increase the instructional rigor across grade levels and content areas while also addressing the need for an increase of students meeting or exceeding the desired learning outcomes of lessons and Units of Study.

Through the integration of Implementation Teams (Healthy Culture / AVID College Awareness, Quality Instruction / Collaborative Learning, Targeted Assessments / Common Formative Assessments, Parent Engagement / Inspirational Environment) and Strategic Collaboration (Weekly Collaboration Meetings, Monthly Data Team Meetings, CARE Team & SST meetings, & AVID Leadership Team Meetings, Teachers Train Teachers sessions) we continue to focus our school culture alignment with both our school vision and mission statements. We continue to implement the School Improvement Grant (SIG) process of Academic Parent Teacher Teams (APTT) meetings with whole group meeting three times a year and once a year holding individual conferences. The parents/guardians/family members continue to attend these events and communicate their appreciation of the system of support for their children.

Our PBIS systems in place has continued to focus on the social-emotional and mental health needs of our students as well as consistent attendance. Through working closely with our families and outreach from our teachers, parent liaison, and child welfare and attendance (CWA) representative we continue to provide outreach and support to our families to ensure that our students are attending school everyday. With positive incentive events and systems in place to celebrate and award attendance we continue to explore ways in which we can ensure students are excited to come to school everyday and feel valued for their consistent attendance. With Food For Thought and our partnership with the Second Harvest Food Bank we continue to ensure that all of our students attending the after school program are provided with one to two bags of groceries once a month. We make sure that during the day all students that show up late to school are still provided with the opportunity to eat breakfast and snacks are provided to students who share they are hungry throughout the day. Counseling services provided by the school counselor and supplemented by outside contracted services continue to address the social-emotional and mental health needs of all of our students in needs of support; especially our foster, homeless, and low-income students.

We also continue to explore ways in which we can best support reclassification for English Learners and have increased the amount of students who are both progressing as measured by the CELDT and standardized assessments (MAP & SBAC). Trainings provided to teachers and strategic instructional focus on designated and integrated English Language Development (ELD) continue to improve the effectiveness of instructional practices providing access and equity to students identified as ELs. Instructional platooning and differentiation of instructional practices and assignments continue to be strategically aligned with the SMART goals and learning needs of EL students.

## Greatest Needs

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

Based on the LCFF Evaluation Rubrics (California School Dashboard), the data that is depicted in the School Dashboard shows that overall performance needs to be improved in the areas of ELA achievement as measured by standardized state assessments, English Learner (EL) progress as monitored by state assessments (CELDT) and the amount of students who are being suspended (6 out of the 7 student groups served at Taylor are represented by the suspension statistics).

As a school site we have identified two areas that require improvement to facilitate positive results in student achievement.

### **Improvement of Instruction Across Content Areas Focused On Foundational Literacy & Writing Skills**

The improvement of instruction across content areas focused on Foundational Literacy and Writing Skills will aid in increasing student academic achievement through development of students’ abilities to fluently read informational, narrative, and expository text. Funding has been allocated to address professional development for teachers in this area as well as extra instructional support substitute teacher to provide push-in class assistance so that teachers can have daily universal access time in which teachers work with strategic small groups providing focused guided instruction in the areas of foundational literacy and writing skills.

### **Professional Development & Instructional Practice Focused On Designated & Integrated English Language Development:**

With the new Units of Study for designated English Language Development the teachers continue to explore effective ways to facilitate instruction that meets the needs of their English Language Learners. Working in collaboration with the Language Development Office teachers will take part in district led and County of Education organized professional development opportunities focused on close reading strategies and writing across texts trainings. Common Formative Assessments will be developed to improve the systems of measurement connected with monitoring English Language Learners learning progress in designated ELD instruction and integrated ELD across the content areas focused on writing strategies. Teachers will work with the family center staff to create trainings tailored to specific skills and strategies that parents of English Language Learners will be able to support their children at home in progressing in the areas of reading, writing, listening, and speaking. Furthermore, by providing support to parents and guardians, teachers, and students a system will continue to be developed in which professional development opportunities and instructional practice are offered on a consistent basis and focused on researched based concepts that directly support the effectiveness of designated and integrated English Language Development.

The need to address ELA foundational literacy and writing skills, mathematical conceptual awareness and application of math skills, increase student attendance, decrease suspensions, increase parent engagement and participation rates, and increase the amount of EL identified students who are reclassified as well as decrease the number of LTELs and increase their rate of being reclassified. Steps in place to address these issues with the greatest need are to purchase supplemental readers to increase students levels of reading fluency, have student graph and take record of the pace at which they are meeting their SMART goals and benchmarks, increase the opportunities for student supports to take place during Universal Access time and increase the opportunities provided for students to take part in tutoring sessions, having a sub on campus for extra intervention support for both push-in and pull-out learning groups, provide trainings and professional development opportunities focused on increasing student academic achievement, strategically having teachers who have positive relationships with specific EL students administer the CELDT tests, provide strategic

instruction focused on aligned ELD instruction with CCSS standards for both designated and integrated ELD instruction, provide incentives for parents to participate in the Academic Parent Teacher Team meetings, bring in engaging assemblies and events as positive incentives for increased attendance and celebrate attendance more openly schoolwide, increase the PBIS incentives and strategies that are being utilized as well as integrate mindfulness activities and restorative justice practices to decrease suspensions, and provide strategic trainings for parents/guardians/community members in the family center as well as within the AVID Parent Academies.

## 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?

Based on the data from the LCFF Evaluation Rubrics:

### **Chronic Absenteeism:**

Data on the dashboard was not available in this area. Site data findings show that the school has a high level of chronic absenteeism with around 25% of students being identified as missing 18 or more days of school. This data would show that as measured by the LCFF evaluation rubric that the school would be identified as lowest (red) in this area. The school site through PBIS strategies and MTSS approaches are addressing the high levels of chronic absenteeism through working closely with the Child Welfare and Attendance department and calling families on a daily basis and making weekly home visits to students who are not coming to school. Monthly CARE team meetings are being held to address attendance issues as well as SST meetings. Monthly incentives are put in place, announced on a daily basis, and students are graphing their own attendance data to keep track of their attendance. Larger incentives at the end of each trimester and after each MAP administration have also been put in place to increase student motivation to attend school on a regular basis.

### **Suspension Rate:**

In this indicator, “All Students” is designated as in the Spring of 2017 “Red” and “Yellow” for the Fall of 2017. Five student subgroups met the performance gap criteria (“Red”) and they are English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Filipino, and Hispanic. One subgroup met the performance gap criteria (Orange), Asian, and one student subgroup met the performance gap criteria (“Yellow”), African American. Schoolwide norms have been put in place for expected behaviors in all areas throughout the campus and all teachers have been trained in proactive classroom management strategies. A daily routine of mindfulness occurs in all classrooms first thing in the morning. Staff continues to explore ways to address the social-emotional needs of students with disabilities to assist those students with mediating and addressing their feelings of anger and frustration. The PBIS toolkit continues to be utilized to address ways for students to express themselves in respectful ways aligned with our school wide norms. Restorative justice practices have been put in place to address behaviors and behavioral incidents that occur on campus. A mentor program is being developed to partner students in need of positive peer support and utilize student leaders in a capacity that will also increase their leadership skills. Mediation student groups are led by the counselor and No Bully Solution team meetings are held to address incidents in which the behavior is deemed or perceived as bullying. Weekly communication between the teacher and students who

have behavior contracts occurs in cooperation with monthly positive message postcards written by the teachers sent home through the mail to the student's homes.

### **English Learner Progress:**

In this indicator, "All Students" is designated as "Orange". The subgroup data is N/A. Professional Development is offered in the areas of both designated and integrated English Language Development. All teachers will be provided with opportunities to be trained in the new state test for English Learners. Funds for supplemental resources to support student access to literature, cultural writing content, math manipulatives, primary and secondary resources, and visuals have been allocated to ensure that instruction is provided that meets the learning needs of all students through providing multiple forms of collaborative learning opportunities that integrate the skills of reading, writing, listening, and speaking. Trainings have been strategically created to address the writing process and creating anchor examples so that classrooms and instruction are aligned with Common Core State Standards and ELD expectations of meeting the learning needs of students. Strategic lesson planned tutoring sessions are offered after school focused on specific learning needs of English Learners and Rosetta Stone sessions are offered before school.

### **English Language Arts:**

In this indicator, "All Students" is designated as "Red". Four student subgroups met the performance gap criteria ("Red") and they are English Learners, Socioeconomically disadvantaged, Students with disabilities, and Hispanic. Three of the subgroups met the performance gap criteria ("Orange") and they are Asian, African American, and Filipino. All classrooms have been trained integrating Advancement Via Individual Determination strategies and ensuring that Writing, Inquiry, Collaboration, Organization, and Reading are part of all lessons. Implementation teams have been formed to collaboratively and strategically address the needs for quality instruction, collaborative learning, targeted assessments, and common formative assessments. Units of Study are utilized as the framework for instruction and Common Core State Standards is used to develop daily learning objectives. SMART goals are developed collaboratively by the teachers and weekly collaborations are utilized to review and analyze student work while creating differentiated lessons to address the diverse learning needs of all students. Coaching is provided to teachers and weekly instructional engagement visits occur where timely and specific constructive feedback is provided to teachers both on their instruction and their classroom learning environment.

### **Mathematics:**

In this indicator, "All Students" is designated as "Yellow". Three student subgroups met the performance gap criteria ("Red") and they are Socioeconomically disadvantaged, Students with disabilities, and Hispanic. One subgroup met the performance gap criteria ("Orange"), Asian, and two subgroups met the performance gap criteria ("Yellow"), African American and Filipino. We provide support to socioeconomically disadvantaged students through ensuring snacks are provided throughout the day to students who are in need of nutritional nourishment, daily check-ins for positive conversations, tutoring offered before and after school for students in all grade levels, tri-annual Academic Parent Teacher Team meetings where data specific to each child is provided to family members and skill based games aligned with Common Core State Standards foundational skills are provided to the family members to help reinforce in the home playing games and learning foundational skills. Students with disabilities are provided with a learning center model where they are supported inside and outside of the classroom by a RSP teacher and assistant. For students in all subgroups AVID peer tutors are provided twice a week to assist with in class skill-based tutoring services aligned with the grade level instruction occurring at the time. Math manipulatives have been purchased for all grade levels to provide hands-on approaches to engaging students in conceptual mathematical lessons. Trainings are offered on site focused on linking topics across the grade levels and increasing instructional rigor in the area of math. Teachers also take part in district led trainings and professional development opportunities facilitated by the Curriculum and Instruction department focused on instruction aligned with the Units of Study.



An onsite implementation team provides direct feedback after observed lessons and assistance with strategic lesson planning focused on quality instruction and collaborative learning activities.

The California Dashboard data shows that compared to the all students performance in the area of Mathematics ELs, Socioeconomically disadvantaged, Students with disabilities, and Hispanic students all perform two bands below the performance level of all students. There are significant performance gaps aligned with these demographics served by the school also in the areas of writing. The school continues to address these areas of concern through focused collaborations, monthly data cycles, PLC implementation teams, trainings and professional developments, conferences, and implementing Multi-Tiered Systems of Support to address the Response To Intervention learning and behavioral needs of the students. PBIS and restorative justice strategies continue to be implemented school wide and positive incentives are in place for both academic and behavioral focal areas.

Trainings are provided for community members led by onsite staff and outside agencies to help increase the capacity of stakeholders to support the vision and mission of the school. Data analysis is done on a monthly basis to identify areas of growth and celebration and areas that need improvement. The full-time counselor, assistant principal, parent liaison, and instructional coach greatly support the vision of the principal and direction the school continues to move in to address the learning and social-emotional needs of all students while creating a learning environment built upon a focus of equity and excellence. CARE team and SST meetings are held each month to collaboratively look at data and discuss with stakeholders the various needs of students and the ways in which supports and interventions are successful or need to be changed.

## 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.

How was the SSC involved in development of the plan?

- The district goals, Superintendent expectations, and LCAP overview was presented to the SSC, ELAC, teachers, and AVID Leadership Team
- Active discussions were ongoing on the assessment results (State, District, and Classroom) of school wide student achievement as well as identified trends were discussed with the SSC and ELAC
- Budget was reviewed multiple times, discussed, and all allocations were voted on by the SSC and ELAC
- SSC helped develop the School Safety Plan, school site goals, and how funds were allocated to support the set goals that were collaboratively established
- Incentives were brainstormed and developed in collaboration with the SSC and ELAC to address Attendance, Behavior, and Academics
- Any changes that needed to be made were proposed, discussed and voted on by the SSC

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

- ELAC was presented with the budget and discussed the ways in which LCFF funds were allocated to meet the needs of ELLs and community members
- Parent groups were presented with the school strategic plan and feedback was collected in the ways community members wanted to see the school improved or resources allocated
- Surveys of perceived status of the climate, culture, and academic effectiveness
- Discussing ways to increase parent participation
- Assisting in organizing incentive events and access to resources

How was the plan monitored during the school year?

- Monthly updates to the SSC
- Quarterly (four times a year) updates to the ELAC
- Monthly data analysis of school wide and grade level attendance
- Data Summits focused on UOS results
- Monthly analysis of referrals to the office and suspensions
- Quarterly SMART goals set in the areas of Math, ELA, ELD, and STEM
- Weekly collaboration data and notes from teacher teams
- Monthly Parent Committee meetings
- Quarterly Teacher Academic Conferences
- Monthly AVID Leadership Team meetings discussing school wide data aligned with the school strategic plan
- Quarterly Academic Parent Teacher Team meetings discussing student growth

-Meetings with community members, students, and staff focused on the Title 1 Parent Involvement Policy and School/Parent Compact

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

-Possibly having occasional SSC and/or parent meetings on Saturdays to increase the amount of parent/community participation

-Creating a data wall within the cafeteria of school wide goals and progression towards meeting those goals

-Keeping our Parent Liaison and Community Partnership to ensure our Family Center continues

-Quarterly Data Summits involving students, staff, and parents beyond the Academic Parent Teacher Team Meetings, AVID Academies, and Academic Nights



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

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

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

#### **Strategic Area of Focus**

#### **Academic Student Achievement**

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

#### **Student Interventions**

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

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

- Preschool Transitional
- 8<sup>th</sup> Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>1.1 Academic Student Achievement</b>	AVID Implementation of WICOR strategies across the content areas	AVID ISS, Data Collection, & CSS AVID Engagement Visit Tool Monthly AVID Showcase Project Work Samples	Every 6 weeks & Four Times A Year during Teacher Academic Conferences	\$10,000 \$3,000 \$1,000	LCFF Title 1 LCFF	52150/Conf. 52150/Conf. 56590/Maintenance Agreement
<b>1.2 Academic Student Achievement</b>	Student access to and frequent practice with leveled readers, multicultural literature, & expository text, also supplemental access to ESGI & A-Z Readers	MAP, CFAs (every 6 weeks), UOS, Pre & Post Assessment ESGI Assessment	Every 6 weeks (CFAs) & Once a month in Data Summits	\$5,666 \$27,000 \$2,000 \$500 \$600	LCFF LCFF LCFF Title 1 Title 1/ Parent	43110/Inst. Materials 44000/Equipment 58450/License Agreement 58450/License Agreement 42000/Books
<b>1.3 Student Interventions</b>	Before & After School Tutoring	Pre & Post Assessments, CFAs, & MAP 4 days a week	Every 2 months	\$14,628	Title 1	11500/Teacher-Add Comp.
<b>1.4 Preschool Transition, 8th grade Transition, &amp; College and Career Preparatory Opportunities</b>	Monthly AVID/STEM Showcases Focused on each area of WICOR	AVID ISS, Data Collection, & CSS	Once a month	\$1,000	Title 1	43110/ Inst. Materials
<b>1.5 Academic Student Achievement</b>	PD for teachers focused on The Writing Process & Teaching Writing	Twice A Month MAP, UOS, & CFAs	Every 6 weeks	\$8,000	Title 1	11500/Teacher Add Comp.

<b>1.6 Academic Student Achievement</b>	Collaboration & Planning Time focused on learning to read and reading to learn	MAP, UOS, SBAC, & CFAs Weekly PLC Collaborative Meetings	Once a month during Data Summits	\$4,000	LCFF	11500/ Teacher Add Comp.
<b>1.7 Preschool Transition, 8th grade Transition, &amp; College and Career Preparatory Opportunities</b>	Staff wide training focused on social-emotional development & mindfulness activities	Once Every Three Months School wide discipline data	Monthly	\$2,000	LCFF	11500/ Teacher Add Comp.
<b>1.8 Preschool Transition, 8th grade Transition, &amp; College and Career Preparatory Opportunities</b>	Academic Parent Teacher Team Meetings focused on specific foundational skills	3 Whole Class Meetings a Year One Parent/Teacher/Student Conference per year APTT Assessment Data and Surveys	4 Times a Year	\$2,000 \$800	LCFF Title 1	11500/ Teacher Add Comp. 11700/ Teacher Sub
<b>1.9 Student Interventions</b>	PD for teachers focused on Teaching Mathematical Conceptual Understanding & Linking of skills aligned with problem solving	Once every three months MAP, UOS, SBAC, & CFAs	Once a month during Data Summits	\$2,000 \$730	LCFF Title 1 AVID	11500/ Teacher Add Comp. 11700/Teacher Salaries Subs

<b>1.10 Preschool Transition, 8th grade Transition, &amp; College and Career Preparatory Opportunities</b>	Every classroom adopts a college, weekly College Pep Rallies, college field trips, A-G lessons, career day, and mock college admission events, and has the opportunity to take part in academic field trips	Pep Rally Every Friday Career Day Twice A Year College Admission Even Once a Year AVID ISS, Data Collection, & CSS	Every 6 weeks & Four Times A Year during Teacher Academic Conferences	\$1,000 \$1,700 \$3,700	LCFF LCAP Title 1	43110/ Inst. Materials 57250/ Intra-Program Field Trips Field Trip-Non-District Trans.
<b>1.11 Academic Student Achievement</b>	AVID Implementation of WICOR focused strategies on problem solving and critical thinking	WICOR Rubric Data Collected Once A Month AVID ISS, Data Collection, & CSS	Every 6 weeks & Four Times A Year during Teacher Academic Conferences	\$5,042 \$5,000	LCAP Title 1	43100/ Instructional Materials / Supplies
<b>1.12 Academic Student Achievement</b>	Collaboration & Planning Time focused on differentiated instruction and procedural skills connected with real world applications	Once a Month MAP, UOS, SBAC, & CFAs	Once a month during Data Summits	\$4,000	LCFF	11700/ Teacher Sub.
<b>1.13 Student Interventions</b>	Staff attends trainings focused on RTI/MTSS, AVID, & PLC focused on creating and sustaining a college bound and beyond school culture that supports the success of all students.	Four Times A Year Discipline Data Attendance Data Student Survey Data MAP, UOS, SBAC, & CFAs	Once a month during Data Summits	\$14,178	Title 1	52150/ Conference
<b>1.14 Student Interventions</b>	Substitute Teacher to provide student supports and interventions during the day addressing Tier 2 and Tier 3 identified students in need of support	Monthly Skill Based Assessments MAP, UOS, SBAC, & CFAs	Once a month during Data Summits	\$26,000 \$16,000	LCFF Title 1	11700/ Teacher Substitute 11700/ Teacher Substitute

	in the areas of reading, writing, and math.					
<b>1.15 Academic Student Achievement</b>	Instructional Coach supports the ongoing professional development and instructional needs of all teachers while also facilitating data and coaching cycles with teachers aligned with Danielson’s four domains of focus: planning and preparation, classroom environment, professional responsibility, instruction.	MAP, UOS, SBAC, & CFAs, Instructional Coaching Log PLC Data Templates	Monthly	\$53,602 \$2,000	Title 1	19101/ Instructional Coach 19500/ Instr. Coach- Add Comp.

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>2.1 Preschool Transition, 8th grade Transition, &amp; College and Career Preparatory Opportunities</b>	PK-8th grade focus on college and career readiness skills: -focus on informative and technical writing skills -WICORizing of lessons school wide -A-G requirement lessons and information school wide	AVID ISS, Data Collection, & CSS	Every 6 weeks & Four Times A Year during Teacher Academic Conferences	\$5,000 \$6,014	Title 1/Instructional-General	43110/Instructional Materials 58720/Field Trip-Non-District Transportation
<b>2.2 Academic Student Achievement</b>	80% of students will meet their PGT in Reading & Math & measured by MAP, 10% increase in number of students meeting or exceeding standards in ELA & Math as measured by SBAC, and 96% school wide positive attendance: -Data recording organizers for all students -Monthly Data Summits -All teachers AVID trained -Weekly trainings for teachers focused on differentiation of instruction	Monthly Att. Data PLC Data Summit Templates MAP, UOS, SBAC, & CFAs	Once a month during Data Summits	\$10,000	Title 1/Instructional General	11500/Teacher-Add Comp
<b>2.3 Student Interventions</b>	Strategic and Focused in class supports and Tier 3 interventions addressing both	Pre & Post Tutor Test Results	Once a month during Data Summits	\$4,000 \$1,000 \$700	LCFF/SC E Instructional-	52150/Conference

	<p>academic and social-emotional needs of students to ensure equity and access to learning for all students:</p> <ul style="list-style-type: none"> <li>-Daily UA time for Reading &amp; Math support</li> <li>-Before &amp; After School Tutoring</li> <li>-Restorative justice circles to address mediation needs between students</li> <li>-Reading A-Z to support reading supplemental support</li> <li>-ESGI to support ongoing assessment and increasing foundational phonological &amp; primary grade skills</li> <li>-Supplemental reading material to support UOS instruction and leveled reading access</li> <li>-Math manipulatives provided to all classrooms</li> </ul>	<p>Monthly Discipline Data MAP, UOS, SBAC, &amp; CFAs</p>			<p>SCE/General</p>	<p>56590/Maintenance Agreement 58450/License Agreement</p>
<p><b>2.4 Academic Student Achievement</b></p>	<p>Instructional Coach supports the ongoing professional development and instructional needs of all teachers while also facilitating data and coaching cycles with teachers aligned with Danielson's four domains of focus: planning and preparation,</p>	<p>MAP, UOS, SBAC, &amp; CFAs, Instructional Coaching Log</p>	<p>Monthly</p>	<p>\$57,946</p>	<p>Title 1</p>	<p>19101/ Instructional Coach</p>

	classroom environment, professional responsibility, instruction.					
<b>2.5 Student Interventions</b>	Substitute Teacher to provide student supports and interventions during the day addressing Tier 2 and Tier 3 identified students in need of support in the areas of reading, writing, and math.	MAP, UOS, SBAC, & CFAs	Once a month during Data Summits	\$24,000	Title 1	11700/ Teacher Substitute



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><b>3.1 Preschool Transition, 8th grade Transition, &amp; College and Career Preparatory Opportunities</b></p>	<p>PK-8th grade focus on college and career readiness skills:                      -lessons on computer coding 5th-8th grades                      -focus on informative and technical writing skills                      -WICORizing of lessons school wide                      -A-G requirement lessons and information school wide</p>	<p>MAP, UOS, SBAC, &amp; CFAs</p>	<p>Once a month during Data Summits</p>			
<p><b>3.2 Academic Student Achievement</b></p>	<p>80% of students will meet their PGT in Reading &amp; Math &amp; measured by MAP, 10% increase in number of students meeting or exceeding standards in ELA &amp; Math as measured by SBAC, and 96% school wide positive attendance:                      -Data recording organizers for all students                      -Monthly Data Summits                      -All teachers AVID trained                      -Weekly trainings for teachers focused on differentiation of instruction</p>	<p>MAP, UOS, SBAC, &amp; CFAs</p>	<p>Once a month during Data Summits</p>			

<p><b>3.3 Student Interventions</b></p>	<p>Strategic and Focused in class supports and Tier 3 interventions addressing both academic and social-emotional needs of students to ensure equity and access to learning for all students:</p> <ul style="list-style-type: none"> <li>-Daily UA time for Reading &amp; Math support</li> <li>-Before &amp; After School Tutoring</li> <li>-Restorative justice circles to address mediation needs between students</li> <li>-Supplemental reading material to support UOS instruction and leveled reading access</li> <li>-Math manipulatives provided to all classrooms</li> </ul>	<p>MAP, UOS, SBAC, &amp; CFAs</p>	<p>Once a month during Data Summits</p>		
---	--	-----------------------------------	---	--	--

## **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 Social-Emotional Learning	Daily mindfulness activities, restorative justice strategies, books and materials that support student self-regulation and healthy expression of their emotions, and integration of classroom community building strategies that address social-emotional needs of students.	Surveys, Discipline Data, and school culture feedback forms	Monthly	\$3,000	Title 1	43110/ Instructional Materials
1.2 PBIS	School wide strategies and systems integrated into the school culture that support student positive development in the areas of academics and social-emotional well-being through positive academic and behavioral incentives, daily check-ins, SEL literature, and positive school culture events before, during, and after school.	PLUS Surveys, School Discipline Data, Attendance Data	Every three months	\$2,000 \$200	Title 1 Title 1/Parent	43110/ Instructional Materials
1.3 Positive Attendance	Monthly positive attendance events, four times a year perfect attendance assemblies, monthly recognition of classes with 95% or higher of perfect	Attendance Data Once a Month Attendance Events	Monthly	\$29,800 \$372	Mandated Cost One Time Instructional LCCF Title 1/Parent	43110/ Instructional Material-Supplies

	<p>attendance, parent workshops focused on the importance of consistent attendance, and morning gatherings that provide daily reminders of the importance of attendance and that each student is valued at school and their daily attendance is celebrated.</p>					
<p><b>1.4 Counseling Services</b></p>	<p>Full time counselor on site that supports teachers implementing in class community building activities (mindfulness, CHAMPs, SEL curriculum, class meetings), facilitates mediations between students (restorative justice circles, counseling, anger management sessions, small group sessions) counsels students on their social-emotional needs, facilitates CARE team and SST meetings, and organizes 504 plans.</p>	<p>School discipline &amp; attendance data, Counselor Notes</p>	<p><b>Monthly</b></p>	<p><b>\$62,844</b></p>	<p><b>LCFF</b></p>	<p><b>12151/ Counselor</b></p>

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
<p><b>2.1 Social-Emotional Learning</b></p>	<p>Social-emotional learning curriculum utilized in all classrooms to explicitly teach and facilitate conversations addressing life skills and communication strategies aligned with being a civically respectful and responsible citizen, daily mindfulness activities, restorative justice strategies, books and materials that support student self-regulation and healthy expression of their emotions, and integration of classroom community building strategies that address social-emotional needs of students.</p>	<p>Surveys, Discipline Data, and school culture feedback forms</p>	<p>Monthly</p>	<p>\$282</p>	<p>LCFF/SCE Instructional General-SCE/General</p>	<p>57150/Duplicating</p>
<p><b>2.2 PBIS</b></p>	<p>Full Time Assistant Principal. School wide strategies and systems integrated into the school culture that support student positive development in the areas of academics and social-emotional well-being through positive academic and behavioral incentives, daily check-ins, SEL literature, and positive school</p>	<p>Surveys, Discipline Data, and school culture feedback forms</p>	<p>Monthly</p>	<p>\$89,245</p>	<p>LCFF/SCE Instructional-SCE/General</p>	<p>13201/Assistant Principal</p>

	culture events before, during, and after school.					
<b>2.3 Positive Attendance</b>	Monthly positive attendance events, four times a year perfect attendance assemblies, monthly recognition of classes with 96% or higher of perfect attendance, parent workshops focused on the importance of consistent attendance, and morning gatherings that provide daily reminders of the importance of attendance and that each student is valued at school and their daily attendance is celebrated.	Surveys, Discipline Data, and school culture feedback forms	Monthly			
<b>2.4 Counseling Services</b>	Full time counselor on site that supports teachers implementing in class community building activities (mindfulness, CHAMPs, SEL curriculum, class meetings), facilitates mediations between students (restorative justice circles, counseling, anger management sessions, small group sessions) counsels students on their social-emotional needs, facilitates CARE team and SST meetings, and organizes 504 plans.	Surveys, Discipline Data, and school culture feedback forms	Monthly	\$68,647	LCFF/SCE/Instructor-SCE/General	12151/Counselor





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><b>3.1 Social-Emotional Learning</b></p>	<p>Social-emotional learning curriculum utilized in all classrooms to explicitly teach and facilitate conversations addressing life skills and communication strategies aligned with being a civically respectful and responsible citizen, daily mindfulness activities, restorative justice strategies, books and materials that support student self-regulation and healthy expression of their emotions, and integration of classroom community building strategies that address social-emotional needs of students.</p>	<p>Surveys, Discipline Data, and school culture feedback forms</p>	<p>Monthly</p>			
<p><b>3.2 PBIS</b></p>	<p>School wide strategies and systems integrated into the school culture that support student positive development in the areas of academics and social-emotional well-being through positive academic and behavioral incentives, daily check-ins, SEL literature, and positive school culture events</p>	<p>Surveys, Discipline Data, and school culture feedback forms</p>	<p>Monthly</p>			

	before, during, and after school.					
<b>3.2 Positive Attendance</b>	Monthly positive attendance events, four times a year perfect attendance assemblies, monthly recognition of classes with 98% or higher of perfect attendance, parent workshops focused on the importance of consistent attendance, and morning gatherings that provide daily reminders of the importance of attendance and that each student is valued at school and their daily attendance is celebrated.	Once a month Surveys, Discipline Data, and school culture feedback forms	Monthly			
<b>3.4 Counseling Services</b>	Full time counselor on site that supports teachers implementing in class community building activities (mindfulness, CHAMPs, SEL curriculum, class meetings), facilitates mediations between students (restorative justice circles, counseling, anger management sessions, small group sessions) counsels students on their social-emotional needs, facilitates CARE team and SST meetings, and organizes 504 plans.	Surveys, Discipline Data, and school culture feedback forms	Monthly			



### **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
<b>1.1 Increase Parent Engagement</b>	Hold APTT meetings four times a year and AVID Parent Academies Four Times a year while also holding individual parent/guardian conferences and academic assemblies that all families are invited to.	3 Whole Group Meetings One Parent/teacher/student conference per student once a year Surveys, SMART Goals	Quarterly	\$4,000 \$600 \$497 \$500	LCFF LCFF Title 1 Title 1	11500/ Teacher Add Comp. 29101/ Community Assistant 42000/Books 43110/ Instructional Materials
<b>1.2 Professional Learning Community</b>	School wide norms and Implementation Teams focused on Healthy Culture / AVID College Awareness, Quality Instruction / Collaborative Learning, Targeted Assessments / CFAs, and Parent Engagement / Inspirational Environment aligned with school vision and mission statements.	Collaboration Data Templates, SMART Goals, Academic & Attendance Data Once a month PLC Implementation Team Collaborative Meeting	Monthly	\$4,000 \$2,300	Title 1 Title 1	43110/ Instructional Materials 44000/ Equipment
<b>1.3 AVID Students</b>	Students implement writing strategies across the content areas, answer and	CFAs, MAP, SBAC, Surveys	Monthly	\$8,000 \$5,000	LCFF LCFF	43110/ Instructional Materials 58720/ Field Trip-Non-

	<p>formulate leveled questions, utilize organizational methods, and learn to read and read to learn in all content areas. Students take part in a college bound and beyond school culture, take part in lesson activities focused on A-G requirements, and have opportunities to visit and/or correspond with colleges/universities as well as other academic aligned field trips.</p>	<p>Monthly Essays or Writing Project</p>				<p>District Transportation</p>
<p><b>1.4 Community Engagement Events</b></p>	<p>Our Parent Liaison provides outreach to community members and works in collaboration with agencies to ensure stakeholders are supported in areas that increase student attendance, academic achievement, and social-emotional well being. Weekly trainings are provided to community members to increase capacity for them to support the children of our school in positive and productive ways, weekly meetings are held to provide a safe and nurturing place to gather in order to promote community building activities, and school events are organized to both showcase</p>	<p>Surveys, School Attendance Data, APTT Data</p>	<p>Three Times a Year</p>	<p>\$872 \$25</p>	<p>Title 1</p>	<p>43400/ Parent Meeting</p>

	student learning and provide community members access to outside agencies and social services.					
--	--	--	--	--	--	--

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
<p><b>2.1 Increase Parent Engagement</b></p>	<p>Create Implementation Teams focused on school culture events that bring the community together and are aligned with the school vision and mission statement. Hold APTT meetings four times a year and AVID Parent Academies Four Times a year while also holding individual parent/guardian conferences and academic assemblies that all families are invited to.</p>	<p>Surveys, SMART Goals Once a month meetings</p>	<p>Quarterly</p>	<p>\$500 \$600 \$100</p>	<p>Title 1/Parent Involvement</p>	<p>42000/Books 43110/Instructional Materials 57150/Duplicating</p>
<p><b>2.2 Professional Learning Community</b></p>	<p>Collaborative efforts are ongoing to address the learning needs of all students while collecting student data and facilitating data cycles every six weeks. School wide norms and Implementation Teams focused on Healthy Culture / AVID College Awareness, Quality Instruction / Collaborative Learning, Targeted Assessments / CFAs, and Parent Engagement / Inspirational Environment aligned with school vision and mission statements.</p>	<p>Collaboration Data Templates, SMART Goals, Academic &amp; Attendance Data</p>	<p>Monthly</p>			



<p><b>2.3 AVID Students</b></p>	<p>Students implement writing strategies across the content areas, answer and formulate leveled questions, utilize organizational methods, and learn to read and read to learn in all content areas. Students take part in a college bound and beyond school culture, take part in lesson activities focused on A-G requirements, and have opportunities to visit and/or correspond with colleges/universities as well as other academic aligned field trips.</p>	<p>CFAs, MAP, SBAC, Surveys</p>	<p>Monthly</p>		
<p><b>2.4 Community Engagement Events</b></p>	<p>Our Parent Liaison provides outreach to community members and works in collaboration with agencies to ensure stakeholders are supported in areas that increase student attendance, academic achievement, and social-emotional well being. Weekly trainings are provided to community members to increase capacity for them to support the children of our school in positive and productive ways, weekly meetings are held to provide a safe and nurturing place to gather in order to promote</p>	<p>Surveys, School Attendance Data, APTT Data</p>	<p>Three Times a Year</p>		

	community building activities, and school events are organized to both showcase student learning and provide community members access to outside agencies and social services.					
--	--	--	--	--	--	--

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><b>3.1 Increase Parent Engagement</b></p>	<p>Continue to grow the capacity of the PTSA focused on school culture events and field trips that bring the community together and are aligned with the school vision and mission statement. Hold APTT meetings four times a year and AVID Parent Academies Four Times a year while also holding individual parent/guardian conferences and academic assemblies that all families are invited to.</p>	<p>Surveys, SMART Goals</p>	<p>Quarterly</p>			
<p><b>3.2 Professional Learning Community</b></p>	<p>Collaborative efforts are ongoing to address the learning needs of all students while collecting student data and facilitating data cycles every six weeks. School wide norms and Implementation Teams focused on Healthy Culture / AVID College Awareness, Quality Instruction / Collaborative Learning, Targeted Assessments / CFAs, and Parent Engagement / Inspirational Environment aligned with school</p>	<p>Collaboration Data Templates, SMART Goals, Academic &amp; Attendance Data</p>	<p>Monthly</p>			

	vision and mission statements.					
<b>3.3 AVID Students</b>	<p>Students implement writing strategies across the content areas, answer and formulate leveled questions, utilize organizational methods, and learn to read and read to learn in all content areas. Students take part in a college bound and beyond school culture, take part in lesson activities focused on A-G requirements, and have opportunities to visit and/or correspond with colleges/universities as well as other academic aligned field trips.</p>	CFAs, MAP, SBAC, Surveys	Monthly			
<b>3.4 Community Engagement Events</b>	<p>Our Parent Liaison provides outreach to community members and works in collaboration with agencies to ensure stakeholders are supported in areas that increase student attendance, academic achievement, and social-emotional well being. Weekly trainings are provided to community members to increase capacity for them to support the children of our school in positive and productive ways, weekly meetings are held to provide a safe</p>	Surveys, School Attendance Data, APTT Data	Three Times a Year			

	<p>and nurturing place to gather in order to promote community building activities, and school events are organized to both showcase student learning and provide community members access to outside agencies and social services.</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
Connor Sloan, Ed.D.			X			
Maria Lopez	09/2017	09/2019				X
Aletha Huffstutler	09/2017	09/2019				X
Alma Cuevas	10/2016	10/2018			X	
Jessica Jobrack	10/2016	10/2018		X		
Allison Silva	09/2017	09/2019		X		
Lacey Houserman	1/2018	1/2020				X
Kirsten Easter	09/2017	09/2019				X
Maria Meza	09/2017	09/2019				X
Konstanze Salenga	10/2016	10/2018		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: TAYLOR 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
			Parent Involvement	Instructional- General	Extended Day /Year	
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp			22,628		\$ 22,628.00
11700	Teacher Substitute		800	16,000		\$ 16,800.00
12151	Counselor					\$ -
13201	Assistant Principal					\$ -
19101	Program Specialist					\$ -
19101	Instructional Coach			53,602		\$ 53,602.00
19500	Instr. Coach-Add Comp			2,000		\$ 2,000.00
21101	Instructional Assistant					\$ -
21101	CAI Assistant					\$ -
21101	Bilingual Assistant					\$ -
24101	Library Media Clerk					\$ -
29101	Community Assistant					\$ -
	Additional Comp/Hourly					\$ -
						\$ -
	<b>TOTAL PERSONNEL COST</b>		\$ 800.00	\$ 94,230.00	\$ -	\$ 95,030.00
<b>Books &amp; Supplies</b>						
42000	Books		497			\$ 497.00
43110	Instructional Materials		500	15,000		\$ 15,500.00
43200	Non-Instructional Materials					\$ -
43400	Parent Meeting		897			\$ 897.00
44000	Equipment			2,300		\$ 2,300.00
43150	Software					\$ -
	<b>Sub-Total-Supplies</b>		\$ 1,894.00	\$ 17,300.00	\$ -	\$ 19,194.00
<b>Services</b>						
57150	Duplicating					\$ -
57250	Field Trip-District Trans					\$ -
57160	Nurses					\$ -
57400	CorpYard					\$ -
56590	Maintenance Agreement					\$ -
56530	Equipment Repair					\$ -
52150	Conference			17,178		\$ 17,178.00
59140	Telephone					\$ -
58450	License Agreement			500		\$ 500.00
58720	Field Trip-Non-District Trans			3,700		\$ 3,700.00
58920	Pupil Fees					\$ -
58100	Consultants-instructional					\$ -
58320	Consultants-Noninstructional					\$ -
	<b>Sub-total-Services</b>		\$ -	\$ 21,378.00	\$ -	\$ 21,378.00
	<b>Total</b>		\$ 2,694.00	\$ 132,908.00	\$ -	\$ 135,602.00
	Differential		-	-		-
	<b>2016-17 Carryover</b>		25	36,126		36,151
	<b>Revised 2017-18 Allocation</b>		2,669	96,782		99,451
			2,694	132,908		135,602

SPSA Alignment  
(Goal - Line)

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

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET
			23030	23031	
			Instructional-SC E/General	Extended Day/Year	
<b>Personnel Cost-Including Benefits</b>					
11500	Teacher - Add Comp		14,000		\$ 14,000.00
11700	Teacher Substitute		30,000		\$ 30,000.00
12151	Counselor		62,844		\$ 62,844.00
13201	Assistant Principal				\$ -
19101	Program Specialist				\$ -
19101	Instructional Coach				\$ -
19500	Instr. Coach-Add Comp				\$ -
21101	Instructional Assistant				\$ -
21101	CAI Assistant				\$ -
21101	Bilingual Assistant				\$ -
24101	Library Media Clerk				\$ -
29101	Community Assistant		600		\$ 600.00
	Additional Comp/Hourly				\$ -
					\$ -
	<b>TOTAL PERSONNEL COST</b>		\$ 107,444.00	\$ -	\$ 107,444.00
<b>Books &amp; Supplies</b>					
42000	Books				\$ -
43110	Instructional Materials		14,666		\$ 14,666.00
43200	Non-Instructional Materials				\$ -
43400	Parent Meeting				\$ -
44000	Equipment		27,000		\$ 27,000.00
43150	Software				\$ -
	<b>Sub-Total-Supplies</b>		\$ 41,666.00	\$ -	\$ 41,666.00
<b>Services</b>					
57150	Duplicating				\$ -
57250	Field Trip-District Trans				\$ -
57160	Nurses				\$ -
57400	CorpYard				\$ -
56590	Maintenance Agreement		1,000		\$ 1,000.00
56530	Equipment Repair				\$ -
52150	Conference		10,000		\$ 10,000.00
59140	Telephone				\$ -
58450	License Agreement		2,000		\$ 2,000.00
58720	Field Trip-Non-District Trans		5,000		\$ 5,000.00
58920	Pupil Fees				\$ -
58100	Consultants-instructional				\$ -
58320	Consultants-Noninstructional				\$ -
	<b>Sub-total-Services</b>		\$ 18,000.00	\$ -	\$ 18,000.00
	<b>Total</b>		\$ 167,110.00	\$ -	\$ 167,110.00
	Differential		-		-
	<b>Allocations</b>		167,110		167,110

SPSA Alignment  
(Goal - Line)