2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Tyler Skills Elementary School
Address:	3830 Webster Ave. Stockton, CA 95204
CDS Code:	6042782
District:	Stockton Unified School District
Principal:	Henry D. Phillips
Revision Date:	February 22, 2018
District Governing Board approved:	April 10, 2018

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

Contact Person:	Henry D. Phillips
Position:	Principal
Phone Number:	209-933-7295
E-mail Address:	hphillips@stocktonusd.net

Contents

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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

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

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

☐ State Compensatory Education Advisory Committee

                                                 Signature

☑ English Learner Parent Involvement Committee   *Elder Rodriguez*
                                                 Signature

☐ Special Education Advisory Committee

                                                 Signature

☐ Gifted and Talented Education Program Advisory Committee

                                                 Signature

☐ District/School Liaison Team for schools in Program Improvement

                                                 Signature

☐ Compensatory Education Advisory Committee

                                                 Signature

☐ Departmental Advisory Committee (secondary)

                                                 Signature

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

                                                 Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on February 22, 2018 .

Attested:

Henry D. Phillips	*R. Phillips*	March 22, 2018
Typed Named of School Principal	Signature of School Principal	Date
Simone Corr		March 22, 2018
Typed Named of SSC Chairperson	Signature of SSC Chairperson	Date

Mission

Insert the school site's mission.

> The staff at Tyler Skills School work collaboratively to meet the needs of all students. We believe in a culture of respect, productivity, and personal responsibility incorporating 21st century learning skills in our instruction. We are dedicated to developing students who will make positive contributions to our society.

Vision

Insert the school site's vision.

> Tyler Skills School is committed to the belief that all students can succeed. The Tyler Staff fosters the academic growth and social development of students through our teamwork, organization, creativity, reflection, and adaptability.

School Site Story

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

> Tyler Skills Elementary School has approximately 500 students enrolled in the Stockton Unified School District. Our classes include preschool and Kindergarten through eighth grade in nineteen regular education classrooms and two Special Day Classes. 51% of Tyler's students are Latino, 22% are African American, 17% are White, and 6% are Asian/ Pacific Islander. 90% of Tyler students are native English speakers, and 10% are classified as English Learners. 96% of Tyler's English Learners speak Spanish, and the second language most often spoken is Khmer at 2% of the population of English Learners. At Tyler Skills, 92% of the students qualified for free or reduced price lunch. The parents of 47 percent of the students at Tyler Skills have attended college and 15% have a college degree. The information regarding parent education level is self reported by students during standardized testing. The staff is comprised of regular education teachers, a program specialist (who oversees technology, supplemental, EL, intervention, and enrichment programs), a PE teacher, and a music teacher (orchestra). The enrichment programs include Academic Pentathlon, PLUS/ Student Leadership, and MESA. Additional support staff includes a 0.5 FTE counselor and itinerant psychologist, speech pathologist, and nurse.
>
> Tyler School has been serving the northwest Stockton community for over sixty years. The school facilities include a computer lab with 27 workstations, a library with over 7,500 titles, 3 playgrounds, and a large athletic field.

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.

The top priority for the current SPSA is the increased achievement of all students as measured by a 10% increase of students meeting the growth target on the Spring MAP in R/ELA and Math over the previous Spring's results. Increasing student academic progress of the Common Core State Standards is likewise a priority. The measurement of this achievement will be done via the SBAC. Tyler Skills School will increase the number of students showing proficiency on this assessment by 10% in R/ELA and Math over the previous year's results. Interventions in the form of teachers tutoring students and giving extended practice on core subjects is supported by the expenditure of teacher additional compensation. Funding the position of Program Specialist, allows Tyler Skills School to have a staff person dedicated to the monitoring of initiatives introduced by the SPSA. Finally, instructional technology and teacher professional development were major expenditures that supported the priorities of the SPSA.

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?

The full implementation of the Common Core Units of Study, (UoS) curriculum was a major goal of the SPSA. Teachers were able to carry this out through increased professional development and the acquisition of instructional materials that supported student learning in the UoS. The school – wide use of the instructional strategy Direct Instruction, (DI) was emphasized. The monitoring of the use of DI was a barrier to the timely implementation of the strategy. The principal was on leave for two months, the assistant principal was assigned to Tyler Skills 50% of the time, and the school did not have an instructional coach. The only mitigating action that was taken was to assign a substitute administrator, but this did not impact the monitoring of DI. Direct Instruction has an effect size of 0.59 according to John Hattie's research. The conclusion could be made that if DI were correctly implemented then Tyler Skills should have met the goal of a 10% increase of achievement in reading and math.

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

Collaboration has had an indirect impact on student achievement. Teachers collaborate to refine lessons, identify interventions, and analyze data. Teachers have been able to alter instruction based on their discussion and analysis of formative assessment data. Direct Instruction was minimally effective due to the barriers discussed in the plan implementation section of this document.

Involvement/Governance

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

The School Site Council discussed the school improvement data at several meetings and explored ways to increase student achievement by reviewing recommendations from the principal and the site leadership team. The program specialist presented student achievement data at an ELPIC meeting and asked for parental input on strategies that may increase the achievement of English Learners.

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?

A major goal that was met from the 2016-2017 SPSA plan was with our English Language Development students. We met our redesignation target with our EL's as well as our EL students increasing by at least a band level on the CELDT Test. This achievement happened due to teacher instruction and student placement. Our EL students were placed within one grade level teachers' classroom. This strategy was implemented for grades Kindergarten through third. Our 5% goal for increasing on the Smarter Balanced Assessment Test was not met in either reading or math. Barriers to us meeting the 5% increase were ineffective DI. The staff was not able to fully implement DI due to ALL staff not being trained. Another barrier for us not meeting the SBAC goal was that the EL Units of Study did not have a direct link to the core ELA and math Units of Study as well as seventh and eighth grade still working with Pearson curriculum. Grade level teachers will collaborate on creating common formative assessments, our long term ELD students will be placed in Academic tutoring groups after school, as well as using MAP scores to help drive instruction. Another step that our team of teachers can utilize is our PLC specialty teams. This will allow the focus teams (Reading, Math, & behavior) to work more effectively to assist student learning.

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.

Our greatest progress was with our ELD students. Again we hit our Redesignation Target (Blue Pie) and our EL students moved a band on CELDT Test. To maintain the progress already made, we will continue to monitor student progress via MAP data and daily instruction for our ELD students. ELD students that are stuck and known as Long Term English Language Learners, will be given priority to be in our Academic Hour after school for the English Learner Academic Hour. Our school will also continue to get parent input for our EL students via parent surveys or through discussion items during ELPIC meetings. With parent input, teacher collaboration, and administration monitoring, we can continue to move our EL students up band levels and eventually exit them out of the program.

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?

Tyler's ELA performance was "red" on the California Dashboard. In ELA, all subgroups decreased (African American decreased significantly), except for the White subgroup which increased.

Tyler's Math performance was "orange" on the California Dashboard. In Math, Students with Disabilities and Hispanic subgroups declined, Socioeconomically Disadvantaged subgroup maintained, English Learner and African American subgroups increased, while the White subgroup increased significantly.

The Tyler Skills faculty has created School-Wide Teams to explore strategies to increase student academic achievement and maintain a safe school climate. The math team will start conducting trainings on "Number Talks" and supplying teachers with resources to identify the predictable mistakes that students make in mathematics. The reading team is examining ways to increase student understanding of informational text through the use of NEWSELA. Tyler has also begun to implement an Executive Function curriculum to address students' ability to work on complex tasks.

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?

For ELA, ELs, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic are red like the All Students performance. For Math, the Students with Disabilities group is the only group performing below the All Students performance. The Students with Disabilities group is red and the All Student performance is orange.

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.

In early August, the principal shared the MAP results with the staff from the Spring of 2017. The staff analyzed the data and developed SMART goals for the semester and the year. The data is then shared with parents during the Title I Parent Meeting, (8/24/17), and Parent Coffee Hours. Parents ask questions about student achievement and make suggestions about the instructional program. The faculty participate in academic conferences after the completion of the Fall MAP administration. Grade Levels collaborate on how they can contribute to the school -wide goal. They also discuss the most effective instructional strategies. The school plan is developed by asking for input from the leadership team and the school site council.

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

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

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

Strategic Area of Focus

Academic Student Achievement

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

Student Interventions

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

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

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training (e.g., PLC, AVID, Number Talks, etc.), data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, phonics, etc.	# of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Trimester	$2,759 (Teacher Substitute Pay) $10,000 (Conferences)	Title I	11700
1.2 Student Intervention	To provide students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction, etc. addressing reading, writing, and mathematics.	Pre-& Post Assessments Common Formative Assessments	9 weeks	$5,000 (Teacher Substitute Pay) $10,000 (Teacher Additional Comp)	LCFF	11700 11500
1.3 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.	# of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP	9 weeks	$24,831 $109,173 (Salary/Benefits)	Title I LCFF	19101

		# of EL students at grade level # of EL students below grade level # of EL students making progress				
1.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as web-based instructional programs (e.g., PBL, Newsela, etc.), project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. projectors, doc camera, chromebooks, etc.), etc.	Teacher technology usage . Teacher log . Observations Student technology usage Common Formative Assessments	Trimester	$1,000 $226 (Book) $69,786 $6,000 (Instructional Materials) $500 (Non-Instructional Materials) $1,000 (Duplicating) $3,328 (Maintenance Agreement) $4,000 $500 (License Agreement) $1,300 (Equipment)	Title I LCFF	44000 43110 58450

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training (e.g., PLC, AVID, Number Talks, etc.), data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, phonics, etc.	# of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Trimester	$2,759 (Teacher Substitute Pay) $10,000 (Conferences)	Title I	11700
2.2 Student Intervention	To provide students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction, etc. addressing reading, writing, and mathematics.	Pre-& Post Assessments Common Formative Assessments	9 weeks	$26,508 (Salary/Benefits) $5,000 (Teacher Substitute Pay) $10,000 (Teacher Additional Comp)	LCFF	21101 11700 11500
2.3 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.	# of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP	9 weeks	$24,831 $109,173 (Salary/Benefits)	Title I LCFF	19101

		# of EL students at grade level # of EL students below grade level # of EL students making progress				
2.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as web-based instructional programs (e.g., PBL, Newsela, etc.), project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. projectors, doc camera, chromebooks, etc.), etc.	Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments	Trimester	$1,000 $226 (Book) $69,786 $6,000 (Instructional Materials) $500 (Non-Instructional Materials) $1,000 (Duplicating) $3,328 (Maintenance Agreement) $4,000 $500 (License Agreement) $1,300 (Equipment)	Title I LCFF	44000 43110 58450

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training (e.g., PLC, AVID, Number Talks, etc.), data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, phonics, etc.	# of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Trimester	$2,759 (Teacher Substitute Pay) $10,000 (Conferences)	Title I	11700
3.2 Student Intervention	To provide students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction, etc. addressing reading, writing, and mathematics.	Pre-& Post Assessments Common Formative Assessments	9 weeks	$26,508 (Salary/Benefits) $5,000 (Teacher Substitute Pay) $10,000 (Teacher Additional Comp)	LCFF	21101 11700 11500
3.3 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.	# of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP	9 weeks	$24,831 $109,173 (Salary/Benefits)	Title I LCFF	19101

		# of EL students at grade level # of EL students below grade level # of EL students making progress				
3.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as web-based instructional programs (e.g., PBL, Newsela, etc.), project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. projectors, doc camera, chromebooks, etc.), etc.	Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments	Trimester	$1,000 $226 (Book) $69,786 $6,000 (Instructional Materials) $500 (Non-Instructional Materials) $1,000 (Duplicating) $3,328 (Maintenance Agreement) $4,000 $500 (License Agreement) $1,300 (Equipment)	Title I LCFF	44000 43110 58450

LCAP GOAL 2: Safe and Healthy Learning Environments

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

Strategic Area of Focus

School Climate

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of PLUS meeting # of student attending school # of student attending on time	Monthly	$0		

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of PLUS meeting # of student attending school # of student attending on time	Monthly	$0		

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of PLUS meeting # of student attending school # of student attending on time	Monthly	$0		

LCAP Goal 3: Meaningful Partnerships

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

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc.	# of meetings coordinated # of parents attending # of parents trainings/conferences	Trimester	$300 (Additional Comp - Babysitter) $1,032 (Non-Instructional Materials) $1,050 $22 (Parent Meeting)	Title I	29101 43200 43400

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc.	# of meetings coordinated # of parents attending # of parents trainings/conferences	Trimester	$300 (Additional Comp - Babysitter) $1,032 (Non-Instructional Materials) $1,050 $22 (Parent Meeting)	Title I	29101 43200 43400

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc.	# of meetings coordinated # of parents attending # of parents trainings/conferences	Trimester	$300 (Additional Comp - Babysitter) $1,032 (Non-Instructional Materials) $1,050 $22 (Parent Meeting)	Title I	29101 43200 43400

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
Henry Phillips			X			
Maria Ortiz	8-2016	2018				X
Martina Esparaza	8-2016	2018				X
Noemi Aguilar	8-2016	2018				X
Elda Rodriguez	11-2015	2017				X
Erica Leuenberger	11-2017	2019				X
Amy Ketner	8-2016	2018		X		
Trina Ledesma-Leung	8-2016	2018		X		
Marcia McGregor	8-2017	2019		X		
Simone Corr	8-2016	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: TYLER ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

	Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 InstructionaL-General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits								
	11500	Teacher - Add Comp					$ -	
	11700	Teacher Substitute			2,759		$ 2,759.00	Goal 1 - 1
	12151	Counselor					$ -	
	13201	Assistant Principal					$ -	
	19101	Program Specialist			24,831		$ 24,831.00	Goal 1 - 3
	19101	Instructional Coach					$ -	
	19500	Instr. Coach-Add Comp					$ -	
	21101	Instructional Assistant					$ -	
	21101	CAI Assistant					$ -	
	21101	Bilingual Assistant					$ -	
	24101	Library Media Clerk					$ -	
	29101	Community Assistant					$ -	
		Additional Comp/Hourly(Babysitter)		300			$ 300.00	Goal 3 - 1
		Montessori Assistant					$ -	
		TOTAL PERSONNEL COST		$ 300.00	$ 27,590.00	$ -	$ 27,890.00	
Books & Supplies								
	42000	Books			1,100		$ 1,100.00	Goal 1 - 4
	43110	Instructional Materials			69,786		$ 69,786.00	Goal 1 - 4
	43200	Non-Instructional Materials		1,032	500		$ 1,532.00	Goal 3 - 1; Goal 1 - 4
	43400	Parent Meeting		1,072			$ 1,072.00	Goal 3 - 1
	44000	Equipment			1,300		$ 1,300.00	Goal 1 - 4
	43150	Software					$ -	
		Sub-Total-Supplies		$ 2,104.00	$ 72,686.00	$ -	$ 74,790.00	
Services								
	57150	Duplicating			1,000		$ 1,000.00	Goal 1 - 4
	57250	Field Trip-District Trans					$ -	
	57160	Nurses					$ -	
	57400	CorpYard					$ -	
	56590	Maintenance Agreement			3,328		$ 3,328.00	Goal 1 - 4
	56530	Equipment Repair					$ -	
	52150	Conference			10,000		$ 10,000.00	Goal 1 - 1
	59140	Telephone					$ -	
	58450	License Agreement			4,000		$ 4,000.00	Goal 1 - 4
	58720	Field Trip-Non-District Trans					$ -	
	58920	Pupil Fees					$ -	
	58100	Consultants-instructional					$ -	
	58320	Consultants-Noninstructional					$ -	
		Sub-total-Services		$ -	$ 18,328.00	$ -	$ 18,328.00	
		Total		$ 2,404.00	$ 118,604.00	$ -	$ 121,008.00	
		Differential		-	-		-	
		2016-17 Carryover		22	32,238		32,260	
		Revised 2017-18 Allocation		2,382	86,366		88,748	
				2,404	118,604		121,008	

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

Object	Description	FTE	LCFF/SCE 23030 InstructionaL-SCE/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		10,000		$ 10,000.00	Goal 1 - 2
11700	Teacher Substitute		5,000		$ 5,000.00	Goal 1 - 2
12151	Counselor				$ -	
13201	Assistant Principal				$ -	
19101	Program Specialist		109,173		$ 109,173.00	Goal 1 - 3
19101	Instructional Coach				$ -	
19500	Instr. Coach-Add Comp				$ -	
21101	Instructional Assistant				$ -	
21101	CAI Assistant				$ -	
21101	Bilingual Assistant				$ -	
24101	Library Media Clerk				$ -	
29101	Community Assistant				$ -	
	Additional Comp/Hourly				$ -	
					$ -	
	TOTAL PERSONNEL COST		$ 124,173.00	$ -	$ 124,173.00	
Books & Supplies						
42000	Books		226		$ 226.00	Goal 1 - 4
43110	Instructional Materials		6,000		$ 6,000.00	Goal 1 - 4
43200	Non-Instructional Materials				$ -	
43400	Parent Meeting				$ -	
44000	Equipment				$ -	
43150	Software				$ -	
	Sub-Total-Supplies		$ 6,226.00	$ -	$ 6,226.00	
Services						
57150	Duplicating				$ -	
57250	Field Trip-District Trans				$ -	
57160	Nurses				$ -	
57400	CorpYard				$ -	
56590	Maintenance Agreement				$ -	
56530	Equipment Repair				$ -	
52150	Conference				$ -	
59140	Telephone				$ -	
58450	License Agreement		500		$ 500.00	Goal 1 - 4
58720	Field Trip-Non-District Trans				$ -	
58920	Pupil Fees				$ -	
58100	Consultants-instructional				$ -	
58320	Consultants-Noninstructional				$ -	
	Sub-total-Services		$ 500.00	$ -	$ 500.00	
	Total		$ 130,899.00	$ -	$ 130,899.00	
	Differential		-		-	
	Allocations		130,899		130,899	