



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Fillmore Elementary School
Address:	2644 E. Poplar Street Stockton, CA 95205
CDS Code:	6042576
District:	Stockton Unified School District
Principal:	Tamara Pronoitis
Revision Date:	March 20, 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:	Tamara Pronoitis
Position:	Principal
Phone Number:	209-933-7185
E-mail Address:	tpronoitis@stocktonusd.net

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SECTION I: BACKGROUND

Purpose/Intent

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

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

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

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

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

Recommendations and Assurances

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Parent Involvement Committee *Maria Reyes*
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 March 20, 2018.

Attested:

Tamara Pronoitis
Typed Name of School Principal

Tamara Pronoitis
Signature of School Principal

March 20, 2018
Date

Jasmine Sain
Typed Name of SSC Chairperson

Jasmine Sain
Signature of SSC Chairperson

March 20, 2018
Date

Mission

Insert the school site's mission.

Our Fillmore Family is a positive learning community that works collaboratively with all stakeholders to attain a respectful and productive learning environment while promoting student achievement.

Vision

Insert the school site's vision.

Fillmore creates an environment that supports and encourages forward movement for all.

School Site Story

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

Fillmore Elementary School is on the eastern border of the Stockton Unified School District. It houses 807 Pre-School - 8th grade students in thirty-two regular education classrooms and one mild-moderate Special Day Class.

The staff is comprised of 29 regular education teachers, one middle school PE teacher, one Instructional Coach, and one RSP teacher. Additional support staff includes a full-time counselor, three full time custodians, a kitchen manager, three food service workers. Fillmore has a Campus Safety Assistant and five noon-duty supervisors. Instructional support staff includes two bilingual assistants and three instructional assistants.

Fillmore is a Professional Learning Community - with the common focus being student need. Fillmore is an AVID Certified Site, a certification that has been held for three years. Fillmore's teachers have been fully trained in and teach using AVID strategies. Fillmore's teachers have also been fully trained in Response to Intervention and Common Formative Assessments - both ensuring students needs are being met consistently and continuously.

Fillmore's facilities include two computer labs with 30+ computers. Each classroom has a Chromebook cart - housing enough Chromebooks for a 1:1 ratio for the entire school. Fillmore has an immaculate school library - fully coded for Accelerated Reader - with over 7,500 titles. The entire Fillmore Community is committed to the success of all 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.
- Professional Learning Communities
 - Response to Intervention (MTSS)
 - Common Formative Assessments
- AVID
 - Training
 - Materials/Supplies
- Instructional Assistants (.375 FTE x 3)
- Implementation of MTSS

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?

AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore.

It is a school-wide expectation at Fillmore that all teachers use the Direct Interactive Instruction model of lesson design.

Professional Learning Communities are an integral part of Fillmore's Data Analysis and Action Plans. Collaboration takes place at all grade levels - three times a month. Each grade level sets SMART Goals and adjusts their instruction based on Common Formative Assessments and discussions with their team members.

We found that Fillmore's SBAC Data stagnated from Spring 2016 to Spring 2017.

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

AVID Strategies are key to improving student achievement. Grade levels have strategically worked on levels of questioning (Costa, DOK). When planning DII lessons, questions are strategically placed in the lesson to elicit thoughtful responses.

Student Goal Setting is an integral part of student success at Fillmore. Students are celebrated when goals are met.

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?

School Site Council is always involved in decision making at Fillmore Elementary. Advisory committees are involved in that there is a reporting party that reports the ELAC meeting minutes. The plan is monitored monthly and adjusted accordingly. We have found that it is difficult to get parents to want to participate in the School Site Council - this is something we actively work on.

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?

- Fillmore partially met its goal for both ELA and Math in that our proficiency level for both was greater than 20 percent.
- Fillmore did not meet its goal in ELA and Math, we found that the goal that was set was too high.
 - considering the growth Fillmore had made from 2015 to 2016 (an increase in proficiency of 7%), our goal should not have been 10%.
- Based on the above information -
 - Fillmore students would benefit from:
 - more targeted Tier I instruction in which teachers utilize AVID teaching strategies on a regular basis, set goals with their students, utilize the PLC data processes, and the use of Common Formative Assessments to guide and plan instruction, increase rigor, and solidify instruction given at the Tier I level.
 - Fillmore teachers would benefit from -
 - Professional Development specifically targeting AVID’s instructional strategies, PLC Data Processes, and Common Formative Assessment development, usage, and analysis.

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.

Fillmore is most proud of the progress our English Learner population. We had an increase of 3.8% with our EL students. We have worked diligently at getting our students ready for the CELDT test and working towards reclassification for our EL population. We have two full time bilingual assists that are able to pull students out if necessary - or push into classrooms to support the language acquisition.

Fillmore has implemented a plan which utilizes Instructional Assistants for 30 minutes once a day for each class in each grade level (Fillmore's MTSS time). The classroom teacher has the Instructional Assists working with the Tier I students - those that "got it" the during Tier I instruction - to increase their understanding and push students harder to reach their goals. While the Instructional Assist is working with the Tier I group, the classroom teacher works with the students who did not "get it" the first time - to increase their level of understanding.

Fillmore is working hard at becoming an AVID Showcase school - teachers are working at mastering AVID's teaching strategies which include Writing, Inquiry, Collaboration, Organization, and Rigor. It is the expectation that ALL lessons taught at Fillmore include at least 2 of the aforementioned areas.

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?

Fillmore's greatest needs lie in the ELA, Math, and Students with Disabilities subgroup.

- to the above - we need to keep pushing and continue with the strategies we have in place including
 - AVID strategies (WICOR)
 - PLC/Data Team processes (MTSS, Common Formative Assessments)
 - Project Lead the Way (Math/Science)

Although our SBAC Data shows a slight decrease in both ELA and Math - students are meeting their individual goals as measured by their MAP scores in both ELA and Math.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to the California State Dashboard - Fillmore's Students with Disabilities (SWD) subgroup is two or more performance levels below the "all student" performance. There is a new teacher in our SDC classroom as well as in our RSP program as of 2017-2018.

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.

Our plan was developed with the help of our teachers, staff, parents, and administration. Our school site council meets monthly to review data, talk about the needs of Fillmore, discuss what's working and what isn't, and receive input from all. Fillmore's ELPAC team as well as its leadership team provide input and suggestions that are considered during the SSC meetings. The dates meetings are scheduled are as follows: 9/18, 10/23, 11/27, 1/29, 2/26, 3/26, 4/23, and 5/28. Meetings are held only if there is a quorum.

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	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,868 (Salary/Benefits) \$3,334 \$2,762 (Teacher Substitute Pay) \$3,334 \$2,668 (Conference)	LCFF	19101 11700
1.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,867 \$17,621 (Salary/Benefits) \$3,333 \$2,762 (Teacher Substitute Pay) \$3,333 \$2,666 (Conference)	LCFF	19101 24101 11700
1.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,867 (Salary/Benefits) \$3,333 \$2,762 (Teacher Substitute Pay) \$3,333 \$2,666 (Conference)	LCFF	19101 11700
1.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as project material (e.g. markers,	Binder check Teacher Technology Usage	Trimester	\$107,757 \$16,274 \$41,546 \$20,773 (Salary/Benefits)	Title I LCFF	21101

	folders, post-its, 3” binders, planners, staplers, etc.), technology/equipment (printers, projectors, doc camera, interactive monitors, Chromebooks, etc.), books, web-based programs (e.g. Accelerated Reader, etc.), etc.	Student Technology Usage # of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test		\$10,000 \$5,000 (Teacher Additional Comp) \$5,000 (Books) \$20,000 \$10,000 (Instructional Materials) \$11,500 (Non-Instructional Materials) \$15,000 \$5,000 (Equipment) \$5,000 3,000 (Duplicating) \$1,614 1,000 (Maintenance Agreement) \$3,000 (Equipment Repair) \$1,000 (Telephone) \$8,429 \$8,000 (License Agreement) \$20,000 (Consultants-Instructional) \$10,000 \$25,000 (Consultants - Non-Instructional) \$5,000 \$3,000 (Field Trip - District Trans)		
1.5 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g.,	Action/Walks – Observation # of students making growth # of students below standards # of students at	Monthly	\$17,868 (Salary/Benefits) \$3,334 \$2,762 (Teacher Substitute Pay) \$3,334	LCFF	19101 11700

	2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	standards Student/Student Binder checks Teacher/Student Binder checks		\$2,668 (Conference)		
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,868 (Salary/Benefits) \$3,334 \$2,762 (Teacher Substitute Pay) \$3,334 \$2,668 (Conference)	LCFF	19101 11700
2.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,867 \$17,621 (Salary/Benefits) \$3,333 \$2,762 (Teacher Substitute Pay) \$3,333 \$2,666 (Conference)	LCFF	19101 24101 11700
2.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,867 (Salary/Benefits) \$3,333 \$2,762 (Teacher Substitute Pay) \$3,333 \$2,666 (Conference)	LCFF	19101 11700
2.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as project material (e.g. markers,	Binder check Teacher Technology Usage	Trimester	\$107,757 \$16,274 \$41,546 \$20,773 (Salary/Benefits)	Title I LCFF	21101

	folders, post-its, 3” binders, planners, staplers, etc.), technology/equipment (printers, projectors, doc camera, interactive monitors, Chromebooks, etc.), books, web-based programs (e.g. Accelerated Reader, etc.), etc.	Student Technology Usage # of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test		\$10,000 \$5,000 (Teacher Additional Comp) \$5,000 (Books) \$20,000 \$10,000 (Instructional Materials) \$11,500 (Non-Instructional Materials) \$15,000 \$5,000 (Equipment) \$5,000 3,000 (Duplicating) \$1,614 1,000 (Maintenance Agreement) \$3,000 (Equipment Repair) \$1,000 (Telephone) \$8,429 \$8,000 (License Agreement) \$20,000 (Consultants-Instructional) \$10,000 \$25,000 (Consultants - Non-Instructional) \$5,000 \$3,000 (Field Trip - District Trans)		
2.5 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g.,	Action/Walks – Observation # of students making growth # of students below standards # of students at	Monthly	\$17,868 (Salary/Benefits) \$3,334 \$2,762 (Teacher Substitute Pay) \$3,334	LCFF	19101 11700

	2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	standards Student/Student Binder checks Teacher/Student Binder checks		\$2,668 (Conference)		
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,868 (Salary/Benefits) \$3,334 \$2,762 (Teacher Substitute Pay) \$3,334 \$2,668 (Conference)	LCFF	19101 11700
2.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,867 \$17,621 (Salary/Benefits) \$3,333 \$2,762 (Teacher Substitute Pay) \$3,333 \$2,666 (Conference)	LCFF	19101 24101 11700
2.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration	Action/Walks – Observation # of students making growth # of students below standards # of students at standards	Monthly	\$17,867 (Salary/Benefits) \$3,333 \$2,762 (Teacher Substitute Pay) \$3,333 \$2,666 (Conference)	LCFF	19101 11700

	(e.g., binder checks, etc.).	Student/Student Binder checks Teacher/Student Binder checks				
2.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as project material (e.g. markers, folders, post-its, 3" binders, planners, staplers, etc.), technology/equipment (printers, projectors, doc camera, interactive monitors, Chromebooks, etc.), books, web-based programs (e.g. Accelerated Reader, etc.), etc.	Binder check Teacher Technology Usage Student Technology Usage # of student increasing Lexile level # of students - independent reading levels # of student usage # of students taking AR test	Trimester	\$107,757 \$16,274 \$41,546 \$20,773 (Salary/Benefits) \$10,000 \$5,000 (Teacher Additional Comp) \$5,000 (Books) \$20,000 \$10,000 (Instructional Materials) \$11,500 (Non-Instructional Materials) \$15,000 \$5,000 (Equipment) \$5,000 3,000 (Duplicating) \$1,614 1,000 (Maintenance Agreement) \$3,000 (Equipment Repair) \$1,000 (Telephone) \$8,429 \$8,000 (License Agreement) \$20,000 (Consultants-Instructional) \$10,000 \$25,000 (Consultants - Non-Instructional) \$5,000 \$3,000	Title I LCFF	21101

				(Field Trip - District Trans)		
2.5 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly	\$17,868 (Salary/Benefits) \$3,334 \$2,762 (Teacher Substitute Pay) \$3,334 \$2,668 (Conference)	LCFF	19101 11700

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 programs such as Restorative Justice, PBIS, PLUS program, counseling, structured student engagement activities, etc. to decrease suspensions and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as Restorative Justice, PBIS, PLUS program, counseling, structured student engagement activities, etc. to decrease suspensions and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as Restorative Justice, PBIS, PLUS program, counseling, structured student engagement activities, etc. to decrease suspensions and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

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 AVID Parent Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, parent trainings/conferences, after school academic focused activities, parent meetings/events (e.g., AVID Family Nights (3), Movie Night, Valentine Dance, Bingo For Books, Parent Coffee Hours, etc.)	# of meetings/events coordinated # of parents attending # of parents attending trainings/conferences	Monthly	\$1,559 (Books) \$1,039 (Parent Meeting) \$1,576 (Duplicating)	Title I	42000 43400 57150

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 AVID Parent Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, parent trainings/conferences, after school academic focused activities, parent meetings/events (e.g., AVID Family Nights (3), Movie Night, Valentine Dance, Bingo For Books, Parent Coffee Hours, etc.)	# of meetings/events coordinated # of parents attending # of parents attending trainings/conferences	Monthly	\$1,559 (Books) \$1,039 (Parent Meeting) \$1,576 (Duplicating)	Title I	42000 43400 57150

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 AVID Parent Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, parent trainings/conferences, after school academic focused activities, parent meetings/events (e.g., AVID Family Nights (3), Movie Night, Valentine Dance, Bingo For Books, Parent Coffee Hours, etc.)	# of meetings/events coordinated # of parents attending # of parents attending trainings/conferences	Monthly	\$1,559 (Books) \$1,039 (Parent Meeting) \$1,576 (Duplicating)	Title I	42000 43400 57150

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
Tamara Pronitis	2016		X			
Stephanie Santiago	8/2016	2018		X		
Vanessa Drivon	8/2016	2018		X		
Celina Fresquez	8/2016	2018		X		
Mary Anderson					X	
Theresa Hasha	9/2016	2018				X
Jasmine Sain	9/2016	2018				X
Veronica Hernandez	9/2016	2019				X
Amanda Greenmyer	9/2017	2018				X
Sara Hull	9/2017	2018				X
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: FILLMORE 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	
Personnel Cost-Including Benefits							SPSA Alignment (Goal - Line)
11500	Teacher - Add Comp			10,000		\$ 10,000.00	Goal 1 - 4
11700	Teacher Substitute			10,000		\$ 10,000.00	Goal 1 - 1, 2, 3
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1, 2, 3
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant			20,773		\$ 20,773.00	Goal 1 - 4
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 94,375.00	\$ -	\$ 94,375.00	
Books & Supplies							
42000	Books		1,559	5,000		\$ 6,559.00	Goal 3 - 1; Goal 1 - 4
43110	Instructional Materials			20,000		\$ 20,000.00	Goal 1 - 4
43200	Non-Instructional Materials			11,500		\$ 11,500.00	Goal 1 - 4
43400	Parent Meeting		1,039			\$ 1,039.00	Goal 3 - 1
44000	Equipment			15,000		\$ 15,000.00	Goal 1 - 4
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,598.00	\$ 51,500.00	\$ -	\$ 54,098.00	
Services							
57150	Duplicating		1,576	5,000		\$ 6,576.00	Goal 3 - 1; Goal 1 - 4
57250	Field Trip-District Trans			5,000		\$ 5,000.00	Goal 1 - 4
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			1,614		\$ 1,614.00	Goal 1 - 4
56530	Equipment Repair					\$ -	
52150	Conference			10,000		\$ 10,000.00	Goal 1 - 1, 2, 3
59140	Telephone					\$ -	
58450	License Agreement			8,429		\$ 8,429.00	Goal 1 - 4
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional			20,000		\$ 20,000.00	Goal 1 - 4
58320	Consultants-Noninstructional			10,000		\$ 10,000.00	Goal 1 - 4
	Sub-total-Services		\$ 1,576.00	\$ 60,043.00	\$ -	\$ 61,619.00	
	Total		\$ 4,174.00	\$ 205,918.00	\$ -	\$ 210,092.00	
	Differential		-	-		-	
	2016-17 Carryover		39	55,971		56,010	
	Revised 2017-18 Allocation		4,135	149,947		154,082	
			4,174	205,918		210,092	

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

Object	Description	FTE	LCFF/SCE 23030 Instructional L-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		5,000		\$ 5,000.00	Goal 1 - 4
11700	Teacher Substitute		8,286		\$ 8,286.00	Goal 1 - 1, 2, 3
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant		41,546		\$ 41,546.00	Goal 1 - 4
21101	CAI Assistant		16,274		\$ 16,274.00	Goal 1 - 4
21101	Bilingual Assistant		107,757		\$ 107,757.00	Goal 1 - 4
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 221,621.00	\$ -	\$ 221,621.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		10,000		\$ 10,000.00	Goal 1 - 4
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		5,000		\$ 5,000.00	Goal 1 - 4
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 15,000.00	\$ -	\$ 15,000.00	
Services						
57150	Duplicating		3,000		\$ 3,000.00	Goal 1 - 4
57250	Field Trip-District Trans		3,000		\$ 3,000.00	Goal 1 - 4
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		1,000		\$ 1,000.00	Goal 1 - 4
56530	Equipment Repair		3,000		\$ 3,000.00	Goal 1 - 4
52150	Conference		8,000		\$ 8,000.00	Goal 1 - 1, 2, 3
59140	Telephone		1,000		\$ 1,000.00	Goal 1 - 4
58450	License Agreement		8,000		\$ 8,000.00	Goal 1 - 4
58720	Field Trip-Non-District Trans		-		\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional		25,000		\$ 25,000.00	Goal 1 - 4
	Sub-total-Services		\$ 52,000.00	\$ -	\$ 52,000.00	
	Total		\$ 288,621.00	\$ -	\$ 288,621.00	
	Differential		-		-	
	Allocations		288,621		288,621	