



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Montezuma
Address:	2843 Farmington Road
CDS Code:	39 68676 6042717
District:	Stockton Unified
Principal:	Jim Cowan
Revision Date:	December 12, 2017
District Governing Board approved:	April 10, 2018

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

Contact Person:	Jim Cowan
Position:	Principal
Phone Number:	(209) 933-7255
E-mail Address:	jcowan@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

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature
Abraham Pompa
 Signature

 Signature

 Signature

 Signature

 Signature

 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/12/17.

Attested:

Jim Cowan

 Typed Name of School Principal

Jim Cowan
 Signature of School Principal
Michelle Ceja
 Signature of SSC Chairperson

12/12/17

 Date

Michelle Ceja

 Typed Name of SSC Chairperson

12/12/17

 Date

Mission

Insert the school site's mission.

Montezuma provides a safe and positive environment for children to learn.

Vision

Insert the school site's vision.

Montezuma will develop students that are able to become productive members of their community.

School Site Story

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

Montezuma Elementary serves over 750 students. 35% of our population are English Learners, 26% of our population are Redesignated Fluent English Proficient, 2.5% are Initial Fluent English Proficient and 37% of the students are English only.

Montezuma is proud of its diverse population which includes approximately 5.9 % back or African American, 1.8 % American Indian/Alaskan Native, 0.8% Filipino, 82.5 % Hispanic or Latino, 3.5% White, 0.9% Two or More Races.

Additionally, 86% or more of the students at Montezuma receive free or reduced lunch.

Montezuma is an AVID Certified School (Advancement Via Individual Determination).

We have the Project Prevent Grant program which provides funding to LEAs to increase their capacity both to identify, assess, and serve students exposed to pervasive violence, helping to ensure that affected students are offered mental health services for trauma or anxiety; support conflict resolution programs; and implement other school-based violence prevention strategies in order to reduce the likelihood that these students will later commit violent acts.

Presently, Montezuma is about to go under renovation (scheduled to take 3 years) due to a Bond measure-replacing all portables with 25 permanent classrooms.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.
- All students reading and comprehend at grade level-computers, additional supplemental materials for reteach and extension
- The Program Specialist here is the test coordinator as well as the ELD Deputy. Along with these responsibilities the Program Specialist provides PD in RTI, PLC's and CFA.
- Students able to work mathematically at grade level-computers, additional supplemental materials for reteach and extension-major expenditures for this strategy included: Solution Tree training on Common Formative Assessments and Response to Intervention. Additionally, a major expenditure included funding for our Instructional Coach.
- Increase parent involvement -speakers, incentives (prizes, materials for make and takes and refreshments)-major expenditures included supplies to help facilitate parent coffee hour.

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?

Goal #1 By July 2017, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA. By July 2017, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

Students increased on SBAC proficiency scores by 2%

Overall we had 20% proficiency on MAP.

Goal #2 By July of 2017, the percentage of all students (grades 3-8) meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math. By July 2017, the percentage of all students meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

Students decreased on SBAC proficiency by 2%.

Overall we had 14% proficiency on MAP.

Goal#3 By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year. By July 2017, the percentage of LTELs (AMAO 2, more than 5

years) will decrease by 10 percent over the prior year. By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

Goal #4 By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment. By July 2017, attendance rates will grow by 2 percent. By July 2017, suspension rates will continue to decrease. By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease. By July 2017, expulsion rates will continue to decrease. By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease.

Goal #5 Will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that parents in the district are active participants in the education of their children.

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

1. Students were identified as after school tutoring candidates based on MAP scores. This directly impacted MAP growth.
2. SBAC scores while not reaching our overall goal of 10% growth, we did increase our SBAC ELA scores by 2%, School initiatives that included: CAFE reading, AVID strategies as well as, Professional development in Response to Intervention, Common Formative Assessments and weekly time to plan and collaborate have helped contribute to our success.
3. Reduction in staff, decreased the amount of general ed students we were able to service in the Learning Center, as opposed to last year-this directly impacted scores, students needing daily extra support did not have the Learning Center available as a resource of support.

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?

All feedback and observations were then shared out with the Leadership team.

All categorical funding is authorized by the School Site Council.

The most recent MAP, SBAC and Reclassification scores are shared with SSC, so they understand the plan and have an opportunity for insights and feedback.

Systematically, we will implement sharing the strategies outlined in the 2017-20 SPSA and the metrics used at the Trimester, in an effort to keep all Stakeholders informed.

SSC then votes to approve the final SPSA.

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?

MAP goals for ELA and Math were met.

SBAC goals for ELA and Math were not met.

While we fully implemented all of our strategies outlined in the 2016-17 SPSA, we will continue to refine and deepen our implementation of Response to Intervention, Common Formative Assessments, using the district’s Units of Study. Continue employing best practices study in Professional Learning Communities.

We presently have one grade level working with Jeff Keller in a coaching cycle to support deep implementation of Common Formative Assessments, and it has shown great promise. Adding additional grade levels to this model is a site goal and priority.

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.

The growth of the English Learner Progress was 83.3% increased significantly by 10.5% substantial increase. We will continue to make Reclassification a site priority and help support teacher's implementation of the ELD UOS and GLAD strategies through professional development.

While our math status overall was low, we still increased significantly by 18.9% We recognize the need for mastery of basic math facts and have implemented a 15-minute daily math fact practice in all classes.

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?

ELA was in the orange indicator category, but it did increase by 13.5% We do see this as an area of extreme need. We have offered after school tutoring 3 days a week for students in grades 1-8. Students work on Imagine Learning, Prodigy (Rosetta Stone for newcomers and LTEL's) and teacher created lessons in an effort to increase student achievement in ELA and all curricular areas.

Suspensions were in the red category-with the sub groups of: El's, Hispanic and African American having the highest number of suspensions.

As a site we have the Project Prevent grant that helps support students in crisis. Additionally, we are training teachers in Restorative Justice practices, PLUS and PBIs, to implement in the classroom-proactively. These initiatives will continue into the following year.

It is significant to note, in this category specifically, that we house the TISS (Therapeutic Intervention for School Success). These Special Day classes are for students with significant socioemotional needs, and certainly contribute to our suspension numbers.

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?

We did not have any student group performing two or more levels below the “all student” performance level.

However, we still have a lot of work to do to increase student academic achievement at Montezuma.

We continue to work on increasing ELA and Math and maintaining our English learner progress.

Knowing that the SBAC required reading in all portions of the test-we make that a top priority as a site-focusing on the data from Units of study and common formative assessments to help determine areas of reteach and extension. We have developed systems, at our site, where grade levels will analyze the current assessment data and determine how to group/platoon that specific grade level for extra support in the areas of material students still have not met standard.

Furthermore, all students are engaged in AVID and WICOR strategies to support student success.

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.

Throughout the development of the plan, ideas were shared at School Site council, Leadership and staff meetings. In an effort to solicit questions, ideas and input. Ultimately, expenditures were taken to School Site council for approval.

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	Supplemental materials and resources to support core instruction such as intervention programs (e.g. CAFE, AVID, Intersession and Summer school), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, poster maker, interactive monitors, etc.)	#of students attending intersession/ summer school # of teachers utilizing technology	Trimester	\$12,410 \$5,000 (Instructional Materials) \$10,000 \$38,000 (Equipment) \$16,274 (Salary/Benefits) \$1,000 (Maintenance Agreement)	Title I LCFF	42000 43110 44000 11500 21101 56590
1.2 Academic Student Achievement ELD	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, CAFE conferences, data analysis, academic conferences.	# of coaching elements (co-teach, demo) # of conferences attended # of observations # of observation with feedback # of observation impact of small group with tests (MAP SBAC) broken up into small chunks and administered over time for Special Population	Trimester	\$19,500 \$10,633 (Conference) \$2,500 (Teacher Additional Comp) \$53,602 \$53,602 \$80,402 (Salary/Benefits) \$2,000 (Instr. Coach-Add Comp) \$6,000 \$10,000 (Teacher Substitute Pay)	Title I LCFF	52510 11500 19101 11700 19500
1.3 Student Intervention	To provide students with additional learning opportunities during intersession focusing on ELA and mathematics	Pre/post assessment Anecdotal/ Observation Survey (time on task)	Trimester	\$20,000 (Teacher Additional Comp)	Title I	11500

	in grades K-2 foundational skills and grades 3-8 academic vocabulary.					
1.4 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. CAFE, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	# of students increasing DRA level	Trimester	\$10,000 (Books) \$38,091 (Salary/Benefits) \$1,000 (Additional Comp/Hourly)	Title I LCFF	42000 24101 13500
1.5 Academic Student Achievement	To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills.	# of students increasing a CELDT level # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of student RFEP	Trimester	\$17,951 (Salary/Benefits)	LCFF	21101

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	Supplemental materials and resources to support core instruction such as intervention programs (e.g. CAFE, AVID, Intersession and Summer school), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, poster maker, interactive monitors, etc.)	#of students attending intersession/ summer school # of teachers utilizing technology	Trimester	\$12,410 \$5,000 (Instructional Materials) \$10,000 \$38,000 (Equipment) \$16,274 (Salary/Benefits) \$1,000 (Maintenance Agreement)	Title I LCFF	42000 43110 44000 11500 21101 56590
2.2 Academic Student Achievement ELD	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, CAFE conferences, data analysis, academic conferences.	# of coaching elements (co-teach, demo) # of conferences attended # of observations # of observation with feedback # of observation impact of small group with tests (MAP SBAC) broken up into small chunks and administered over time for Special Population	Trimester	\$19,500 \$10,633 (Conference) \$2,500 (Teacher Additional Comp) \$53,602 \$53,602 \$80,402 (Salary/Benefits) \$2,000 (Instr. Coach-Add Comp) \$6,000 \$10,000 (Teacher Substitute Pay)	Title I LCFF	52510 11500 19101 11700 19500
2.3 Student Intervention	To provide students with additional learning opportunities during intersession focusing on ELA and mathematics	Pre/post assessment Anecdotal/ Observation Survey (time on task)	Trimester	\$20,000 (Teacher Additional Comp)	Title I	11500

	in grades K-2 foundational skills and grades 3-8 academic vocabulary.					
2.4 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. CAFE, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	# of students increasing DRA level	Trimester	\$10,000 (Books) \$38,091 (Salary/Benefits) \$1,000 (Additional Comp/Hourly)	Title I LCFF	42000 24101 13500
2.5 Academic Student Achievement	To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills.	# of students increasing a CELDT level # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of student RFEP	Trimester	\$17,951 (Salary/Benefits)	LCFF	21101

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. CAFE, AVID, Intersession and Summer school), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, poster maker, interactive monitors, etc.)	#of students attending intersession/ summer school # of teachers utilizing technology	Trimester	\$12,410 \$5,000 (Instructional Materials) \$10,000 \$38,000 (Equipment) \$16,274 (Salary/Benefits) \$1,000 (Maintenance Agreement)	Title I LCFF	42000 43110 44000 11500 21101 56590
3.2 Academic Student Achievement ELD	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, CAFE conferences, data analysis, academic conferences.	# of coaching elements (co-teach, demo) # of conferences attended # of observations # of observation with feedback # of small group with tests (MAP SBAC) broken up into small chunks and administered over time for Special Population	Trimester	\$19,500 \$10,633 (Conference) \$2,500 (Teacher Additional Comp) \$53,602 \$53,602 \$80,402 (Salary/Benefits) \$2,000 (Instr. Coach-Add Comp) \$6,000 \$10,000 (Teacher Substitute Pay)	Title I LCFF	52510 11500 19101 11700 19500
3.3 Student Intervention	To provide students with additional learning opportunities during intersession focusing on ELA and mathematics	Pre/post assessment Anecdotal/ Observation Survey (time on task)	Trimester	\$20,000 (Teacher Additional Comp)	Title I	11500

	in grades K-2 foundational skills and grades 3-8 academic vocabulary.					
3.4 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. CAFE, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	# of students increasing DRA level	Trimester	\$10,000 (Books) \$38,091 (Salary/Benefits) \$1,000 (Additional Comp/Hourly)	Title I LCFF	42000 24101 13500
3.5 Academic Student Achievement	To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills.	# of students increasing a CELDT level # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of student RFEP	Trimester	\$17,951 (Salary/Benefits)	LCFF	21101

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, Project Prevent, counseling, Restorative Justice and structured student engagement activities, etc.	# of student involved in the PLUS program # of discipline referrals # of students suspended	Trimester	\$50,274 (Salary/Benefits)	LCFF	12151

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, Restorative Justice and structured student engagement activities, etc.	# of student involved in the PLUS program # of discipline referrals # of students suspended	Trimester	\$50,274 (Salary/Benefits)	LCFF	12151

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, Restorative Justice and structured student engagement activities, etc.	# of student involved in the PLUS program # of discipline referrals # of students suspended	Trimester	\$50,274 (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 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, family nights and communication	# of parents attending meetings # of parents attending trainings	Trimester	\$1,536 \$36 (Parent Meeting) \$2,312 (Consultants – Instructional)	Title I	43400 58100

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 conferences, family nights and communication	# of parents attending meetings # of parents attending trainings	Trimester	\$1,536 \$36 (Parent Meeting) \$2,312 (Consultants – Instructional)	Title I	43400 58100

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 conferences, family nights and communication	# of parents attending meetings # of parents attending trainings	Trimester	\$1,536 \$36 (Parent Meeting) \$2,312 (Consultants – Instructional)	Title I	43400 58100

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
James Cowan			X			
Ronda Thomas	2016	2018			X	
Haylie Hushaw	2017	2019		X		
Barbara Casimiro	2017	2019		X		
Steve Pettis	2016	2018		X		
Michelle Ceja	2017	2019				X
Raquel Peguero	2017	2019				X
Joanna Lopez	2017	2019				X
Melissa Aguayo	2016	2018				X
Guadalupe Barajas	2017	2019				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: MONTEZUMA 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			22,500		\$ 22,500.00	Goal 1 - 2, 3
11700	Teacher Substitute			6,000		\$ 6,000.00	Goal 1 - 2
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			53,602		\$ 53,602.00	Goal 1 - 2
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 2
19500	Instr. Coach-Add Comp			2,000		\$ 2,000.00	Goal 1 - 2
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
13500	Additional Comp/Hourly			1,000		\$ 1,000.00	Goal 1 - 4
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 138,704.00	\$ -	\$ 138,704.00	
Books & Supplies							
42000	Books			10,000		\$ 10,000.00	Goal 1 - 4
43110	Instructional Materials			12,410		\$ 12,410.00	Goal 1 - 1
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		1,572			\$ 1,572.00	Goal 3 - 1
44000	Equipment			10,000		\$ 10,000.00	Goal 1 - 1
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 1,572.00	\$ 32,410.00	\$ -	\$ 33,982.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			1,000		\$ 1,000.00	Goal 1 - 1
56530	Equipment Repair					\$ -	
52150	Conference			19,500		\$ 19,500.00	Goal 1 - 2
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional		2,312			\$ 2,312.00	Goal 3 - 1
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 2,312.00	\$ 20,500.00	\$ -	\$ 22,812.00	
	Total		\$ 3,884.00	\$ 191,614.00	\$ -	\$ 195,498.00	
	Differential		-	-		-	
	2016-17 Carryover		36	52,083		52,119	
	Revised 2017-18 Allocation		3,848	139,531		143,379	
			3,884	191,614		195,498	

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

Object	Description	FTE	LCFF/SCE 23030 Instructional-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute		10,000		\$ 10,000.00	Goal 1 - 2
12151	Counselor		50,274		\$ 50,274.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		80,402		\$ 80,402.00	Goal 1 - 2
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant		16,274		\$ 16,274.00	Goal 1 - 1
21101	Bilingual Assistant		17,951		\$ 17,951.00	Goal 1 - 5
24101	Library Media Clerk		38,091		\$ 38,091.00	Goal 1 - 4
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 212,992.00	\$ -	\$ 212,992.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		5,000		\$ 5,000.00	Goal 1 - 1
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		38,000		\$ 38,000.00	Goal 1 - 1
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 43,000.00	\$ -	\$ 43,000.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		10,633		\$ 10,633.00	Goal 1 - 2
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 10,633.00	\$ -	\$ 10,633.00	
	Total		\$ 266,625.00	\$ -	\$ 266,625.00	
	Differential		-		-	
	Allocations		266,625		266,625	