



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Valentine Peyton School
Address:	2525 Gold Brook, Stockton, CA 95212
CDS Code:	0115303
District:	Stockton Unified School District
Principal:	Carla Gonzales
Revision Date:	January 11, 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:	Carla Gonzales
Position:	Principal
Phone Number:	(209) 933-7420
E-mail Address:	cgonzales@stocktonusd.net

Contents

SECTION I: BACKGROUND	3
Purpose/Intent	3
Recommendations and Assurances	4
Mission	5
Vision.....	5
School Site Story.....	5
SECTION II: EVALUATION	7
Plan Priorities	7
Plan Implementation.....	7
Strategies and Activities	8
Involvement/Governance.....	8
Outcomes	9
Summary of Review of Overall Performance.....	11
Greatest Progress.....	11
Greatest Needs.....	11
Performance Gaps.....	12
SECTION III: STAKEHOLDER OUTREACH	13
Stakeholder Involvement.....	13
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	14
Strategic Planning Details and Accountability	14
LCAP Goal 1: Student Achievement.....	14
Strategic Area of Focus	14
LCAP GOAL 2: Safe and Healthy Learning Environments	21
Strategic Area of Focus	21
LCAP Goal 3: Meaningful Partnerships	25
Strategic Area of Focus	25
Section V: School Site Council Membership	29
Section VI: Budget Allocation Spreadsheets	30

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):

Rosa Rangel
Signature

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 January 11, 2018

Attested:

Carla M. Gonzales

Typed Name of School Principal

Carla M. Gonzales

Signature of School Principal

January 11, 2018

Date

Susan Meath

Typed Name of SSC Chairperson

Susan Meath

Signature of SSC Chairperson

January 11, 2018

Date

Mission

Insert the school site's mission.

Valentine Peyton school provides an instructional program that reflects high expectations for all students and focuses on mastery of the standards.

Vision

Insert the school site's vision.

By focusing on rigorous and challenging curriculum, we aspire for our students to become literate, critical thinkers, effective communicators and lifelong learners.

School Site Story

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

The focus of Peyton School is the social and academic success of our students. Our staff members believe in continuous improvement. We educate children with both enthusiasm and genuine concern for making a difference, not only on our campus, but in the world.

We are proud that our students have shown tremendous growth. Though this growth is definitely something to celebrate, it is only one of the celebrations of our great school. We believe that all students, families, staff and community members should feel welcome and know their importance. This atmosphere is critical to the emotional well-being of our students, which in turn, helps the students be academically successful. Innovative programs such as Dedication to Excellence, Renaissance, Student Leadership, Circle of Friends, and service projects provide opportunities for students and families to support our children as they grow as scholars and as citizens. Peyton School's students, staff, and families work as a team to encourage our children to excel academically and in character.

Evidence of academic growth can be seen not only in our MAP assessments, but also on district assessments, reclassification rates of English Learners, and CELDT scores. Student performance is

monitored through careful analysis of student progress toward benchmarks at academic conferences attended by teachers, specialists, and administrators. Specialists support teachers in the areas of Reading, English Language Development, Mathematics, Speech, Adaptive Physical Education, and Resource for Special Education students. Teacher professional growth is also highly regarded at Peyton School. Our teachers are actively involved in district committees, as well as other professional development activities, and are known for being leaders in education.

We have four special day classes on our campus for students with Autism. Their grades range from Kindergarten to 6th grade and some are mainstreamed with in class support. These students enrich our campus and help all students to respect others, regardless of physical or learning challenges.

There are over 930 students in grades preschool thru grade 8 at Peyton. Our student population is comprised of 43% Hispanics, 22% Asian, 12% African American, 10% Filipino, 4% White, 1% American Indian, less than 1% Hawaiian, and 7% two or more races.

Our English Learner population represents 100 students or 11% of our total student population. 5 are Initial Fluent English Proficient (5%), and 35 are Reclassified Fluent English Proficient (35%). Spanish is spoken by 16% of our EL students followed by Khmer (3%) and Hmong (3%), Vietnamese (2%) and Filipino (1%). Less than 1% of the EL population speaks Ilocano, Lao, Cantonese, or Cebuano.

Sixty percent of our students (549) are economically disadvantaged.

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.

Top Priorities for 2016-2017 Single Plan for Student Achievement

1. Staff Professional Development
2. Teacher Collaboration
3. Increase Student Achievement by Focusing on a Multi Tiered System of Support including staff and materials to support the system

Major Expenditures

1. AVID Summer Institute, Solution Tree at Work Summit, Program Specialist, Instructional Coach
2. Money for subs, additional comp time for teachers
3. Program Specialist, Instructional Coach, School Counselor, Assistant Principal, School Librarian, AVID materials, computer licenses, PBIS and Academic Incentives for Students, Intervention Teacher, Supplemental Materials and Duplication Costs

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?

Successful Strategies Fully Implemented

- Establishment of PLC and AVID leadership teams to plan implementation of collaborative structures/culture needed to support professional development and achievement of instructional goals
- Key programs such as Reading Eggs, MobyMax, and Study Island were utilized to meet student intervention needs and promote growth in standard proficiency
- Funding of key personnel to support instruction, professional development, student well-being, attendance, and school climate/safety

Strategies Not Fully Implemented

- AVID elementary is still in its beginning stages of development and school-wide implementation and proficiency in instructional practices of focus are established but in progress according to the data collected to complete the self-assessment. Teachers created a scope and sequence for the 2017-2018 school year and teachers share how they are utilizing the strategies and bring student work samples to staff meetings.
- We were not able to successfully align our Intervention teacher and Learning center with what was envisioned in making meaningful gains in student growth through support and intervention due to the absence of a full-time teacher to fill the role. A series of long term subs were used to fill the position.

MAP and state assessments indicate that those students in the intervention program did not make significant gains.

Site made gains in shifting to an effective PLC culture but still is progressing in implementation of collective commitments and practices sitewide. CFA's are still being refined and are inconsistent across grade levels and UOS post tests are too summative in nature for effective progress monitoring. Grade levels with the most developed CFAs have showed greater student growth on their MAP and SBAC assessments. Teachers are given time every 2 weeks and with the instructional coach to develop CFAs to monitor student progress.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Strategies that have been effective in improving student achievement include:

- Implementation and refinement of Common Formative Assessments
- Student conferencing, goal setting, and incentive programs.
- Collaboration and planning for standards driven instruction
- Utilization of learning center and intervention teacher.

Strategies or activities that have been ineffective or minimally effective in improving student achievement include:

- Reliance on one particular curriculum
- Ineffective pacing of curriculum and inconsistent measures of CFA
- Lack of consistency with our intervention staff.

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 SPSA was presented to SSC/ELPIC and allocation of resources to site goals were explained. SSC gave input on implementation, approved the plan and were updated on the progression of plan. ELPIC gave their input and their ideas were shared with the SSC. The plan was monitored through various team meetings, grade level collaborations, and administrative data team analysis. To ensure involvement of all stakeholders the Leadership Team was provided opportunities for essential planning and monitoring efforts.

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?

Goals that were met in 2016-2017 Single Plan for Student Achievement:

- Establishment of PLC and AVID Team to collaborate and support Professional Development
- Key programs such as Reading Eggs, MobyMax, and Study Island were utilized to meet student intervention needs and promote growth in standard proficiency.
- Funding of key personnel to support instruction, professional development, student well-being, attendance, and school climate/safety

Goals that were not met or partially met in 2016-2017 Single Plan for Student Achievement:

- AVID elementary is still in its beginning stages of development and school-wide implementation of AVID instructional practices. Professional development mostly translated into implementation for grades 6-8.
- Our Intervention Teacher and Learning Center was limited in its effectiveness to support student academic growth due to the absence of a full-time teacher, highly qualified teacher to fill the role. A series of experienced, reliable subs were utilized. The instructional program also lacked consistency as personnel changed every 30 days.
- Site made gains in shifting to an effective PLC culture and has adopted and begun monitoring of collective commitments and practices sitewide. The PLCs at Peyton are not fully implemented. CFA's are still inconsistent across grade levels. UOS post tests are utilized but due to their summative nature they are not the best tools for progress monitoring.

Strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective:

- Grades K-5 were focused on scaffolding a few of the AVID foundational practices because they were unsure if their students would be able to do the strategies and what it would look like in the primary and early intermediate grades.
- Strong, experienced subs were used to teach the Intervention Reading program. The subs could only be in the position for 30 days and each sub implemented the program in their own way since there is not a district intervention program/curriculum.

Recommendations for 2017-2020:

- Focus on AVID strategies by trimester to deepen implementation vs. monthly, AVID walkthroughs, continue AVID professional development on site and at SJCOE, especially in grades K-5.
- Focus on Tier 2 and small group instruction/platooning vs. a Tier 3 pull out program.
- The K-2 teachers will provide differentiated instruction to address the needs of their Tier 2 students during the Daily 5 instruction time. Third - Fifth grades will address their Tier 2 students with small group instruction during platoon time. Grades six through eight address

the needs of their Tier 2 population through the use of computer-based intervention programs and providing additional support in the core content areas during sixth period.

- Continue Instructional Planning each month with the teachers to help facilitate the PLC process and ensure that there are common instructional practices and CFAs.

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.

Peyton Achievements

- Some grade levels attained high percentages of students achieving growth goals in MAP
 - Some classes had 100% of students meeting individual growth goals in Math and ELA
 - Most classes had about 60%, or higher, of students meeting growth targets
- California School Dashboard indicates overall Peyton is maintaining proficiency. We showed growth in Language Arts but slipped slightly in Math. However - grades 5, 6, 7, and 8 demonstrated high levels of improvement in CAASPP.
 - 5th improved 9 percentage points in ELA
 - 6th improved 22 percentage points in Math
 - 7th improved 5 percentage points in ELA
 - 8th improved 10 percentage points in ELA and 2 points in Math
- Peyton's Reclassification rate for each of the past 2 years has been about 34%
 - Many EL students are becoming English fluent by 3rd grade
 - Long term EL student numbers are diminishing
- School Attendance rate is satisfactory
- Chronic absenteeism is approximately 8%

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?

Peyton Needs

- Suspension rates are high according to the California School Dashboard
 - All subgroups are status level red for percent of students and significantly increasing
- Our CAASP performance level was not able to achieve green status due to drops in certain grade levels and content areas
 - Over the last 5 years Grade 4 has shown stagnant growth or drops in performance
 - Grade 5's long term trend has also been stagnant but last year showed great improvement in ELA overall and one math class
 - Our middle school grade levels are currently demonstrating higher levels of growth and proficiency than primary/intermediate

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?

In Peyton’s state indicator for ELA performance the only subgroup declining to 2 performance bands below schoolwide level was the English Learners. Although the school maintains a high reclassification rate, long term English Learners still struggle to show gradual improvement in proficiency. To improve this area administration began conferencing with ELD classes to set goals and put in place intervention to supplement ELD support time. Through the intervention teacher and in class intervention opportunities according to grade level plan, EL students received differentiated support. Programs such as Imagine Learning and Reading Eggs were utilized and after school/extended summer programs were put in place for targeted EL support. Last year’s CAASPP scores indicate English Learners have closed this gap and are performing on par with Sitewide performance. This year there will be emphasis on adhering the ELD master schedule and making sure staff attend district PD in ELD instructional strategies.

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.

The SPSA was reviewed by and the ELPIC provided their input on 12-15-17

The SPSA was reviewed by and the SSC provided their input on 12-12-17. The SSC approved the SPSA on 1-11-18.

The Leadership Team will help monitor our progress on the goals stated in the SPSA.

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 and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, MTSS, AVID, instructional reflection/planning, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress Trainings/conferences attended Common Formative Assessments	Trimester	\$15,000 \$10,000 (Teacher Substitute Pay) \$53,602 (Salary/Benefits) \$19,000 (Conference) \$10,000 (Consultants - Instructional)	Title I LCFF	11700 19101 52150 58100
1.2 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader, etc.), level books, and in an atmosphere that conducive to literacy.	# of students meeting their goal # of students increasing Lexile levels # of classes using library	Trimester	\$17,621 (Salary/Benefits) \$9,475 (License Agreement)	LCFF	24101 58450
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 reassessed # of EL student RFEP # of EL students at grade level # of EL students below grade	Trimester	\$46,901 \$87,103 (Salary/Benefits)	Title I LCFF	19101

		level # of EL students making progress				
1.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs (e.g. MobyMax, Study Island, Reading Eggs/Math Seeds, etc.), etc. across content areas.	<p>Teacher technology usage</p> <ul style="list-style-type: none"> • Observations <p>Student technology usage- program classroom reports</p> <p>Common Formative Assessments</p>	Monthly	<p>\$70,395 (Instructional Materials)</p> <p>\$10,000 (Duplicating)</p> <p>\$761 (Maintenance Agreement)</p> <p>\$30,820 \$3,268 (License Agreement)</p>	Title I LCFF	<p>43110</p> <p>57150</p> <p>56590</p> <p>58450</p>
1.5 Student Intervention	To provide students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction, extended day/year (e.g., summer school, intersession, etc.), etc. addressing reading, writing, and mathematics.	Web-based Program Monitoring Common Formative Assessments	Trimester	<p>\$10,000</p> <p>\$5,000 (Teacher Additional Comp)</p>	Title I LCFF	11500

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 and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, MTSS, AVID, instructional reflection/planning, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress Trainings/conferences attended Common Formative Assessments	Trimester	\$15,000 \$10,000 (Teacher Substitute Pay) \$53,602 (Salary/Benefits) \$19,000 (Conference) \$10,000 (Consultants - Instructional)	Title I LCFF	11700 19101 52150 58100
2.2 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader, etc.), level books, and in an atmosphere that conducive to literacy.	# of students meeting their goal # of students increasing Lexile levels # of classes using library	Trimester	\$17,621 (Salary/Benefits) \$9,475 (License Agreement)	LCFF	24101 58450
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 reassessed # of EL student RFEP # of EL students at grade level # of EL students	Trimester	\$46,901 \$87,103 (Salary/Benefits)	Title I LCFF	19101

		below grade level # of EL students making progress				
2.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs (e.g. MobyMax, Study Island, Reading Eggs/Math Seeds, etc.), etc. across content areas.	Teacher technology usage • Observations Student technology usage- program classroom reports Common Formative Assessments	Monthly	\$70,395 (Instructional Materials) \$10,000 (Duplicating) \$761 (Maintenance Agreement) \$30,820 \$3,268 (License Agreement)	Title I LCFF	43110 57150 56590 58450
2.5 Student Intervention	To provide students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction, extended day/year (e.g., summer school, intersession, etc.), etc. addressing reading, writing, and mathematics.	Web-based Program Monitoring Common Formative Assessments	Trimester	\$10,000 \$5,000 (Teacher Additional Comp)	Title I LCFF	11500

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 and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, MTSS, AVID, instructional reflection/planning, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress Trainings/conferences attended Common Formative Assessments	Trimester	\$15,000 \$10,000 (Teacher Substitute Pay) \$53,602 (Salary/Benefits) \$19,000 (Conference) \$10,000 (Consultants - Instructional)	Title I LCFF	11700 19101 52150 58100
3.2 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader, etc.), level books, and in an atmosphere that conducive to literacy.	# of students meeting their goal # of students increasing Lexile levels # of classes using library	Trimester	\$17,621 (Salary/Benefits) \$9,475 (License Agreement)	LCFF	24101 58450
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 reassessed # of EL student RFEP # of EL students at grade level # of EL students	Trimester	\$46,901 \$87,103 (Salary/Benefits)	Title I LCFF	19101

		below grade level # of EL students making progress				
3.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs (e.g. MobyMax, Study Island, Reading Eggs/Math Seeds, etc.), etc. across content areas.	Teacher technology usage • Observations Student technology usage- program classroom reports Common Formative Assessments	Monthly	\$70,395 (Instructional Materials) \$10,000 (Duplicating) \$761 (Maintenance Agreement) \$30,820 \$3,268 (License Agreement)	Title I LCFF	43110 57150 56590 58450
3.5 Student Intervention	To provide students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction, extended day/year (e.g., summer school, intersession, etc.), etc. addressing reading, writing, and mathematics.	Web-based Program Monitoring Common Formative Assessments	Trimester	\$10,000 \$5,000 (Teacher Additional Comp)	Title I LCFF	11500

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	To provide strategies and support for teachers, parents and student through Positive Behavior Intervention and Support (PBIS), PLUS, etc. focusing on improving attendance and discipline.	# of discipline referrals # of students suspended/ISS % of students attending school on time	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	To provide strategies and support for teachers, parents and student through Positive Behavior Intervention and Support (PBIS), PLUS, etc. focusing on improving attendance and discipline.	# of discipline referrals # of students suspended/ISS % of students attending school on time	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	To provide strategies and support for teachers, parents and student through Positive Behavior Intervention and Support (PBIS), PLUS, etc. focusing on improving attendance and discipline.	# of discipline referrals # of students suspended/ISS % of students attending school on time	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 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, etc.	# of meetings coordinated # of parents attending	Monthly	\$3,937 \$38 (Parent Meeting)	Title I	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, etc.	# of meetings coordinated # of parents attending	Monthly	\$3,937 \$38 (Parent Meeting)	Title I	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, etc.	# of meetings coordinated # of parents attending	Monthly	\$3,937 \$38 (Parent Meeting)	Title I	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
Susan Meath	2016	2018		X		
Kathy Toon	2017	2019		X		
Kathleen Green	2017	2019			X	
Robert Green	2017	2019				X
Lorena Vargas Martinez	2017	2019				X
David Varela	2017	2019				X
Regina Mungary	2017	2019				X
Carla Gonzales	2017	2019	X			
Yamilet Fox	2017	2019		X		
Marisa Meeks	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: PEYTON 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			10,000		\$ 10,000.00	Goal 1 - 5
11700	Teacher Substitute			15,000		\$ 15,000.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			46,901		\$ 46,901.00	Goal 1 - 3
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 125,503.00	\$ -	\$ 125,503.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials					\$ -	Goal 1 - 4
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		3,975			\$ 3,975.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 3,975.00	\$ -	\$ -	\$ 3,975.00	
Services							
57150	Duplicating			10,000		\$ 10,000.00	Goal 1 - 4
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			761		\$ 761.00	Goal 1 - 4
56530	Equipment Repair					\$ -	
52150	Conference			19,000		\$ 19,000.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			30,820		\$ 30,820.00	Goal 1 - 4
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional			10,000		\$ 10,000.00	Goal 1 - 1
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 70,581.00	\$ -	\$ 70,581.00	
	Total		\$ 3,975.00	\$ 196,084.00	\$ -	\$ 200,059.00	
	Differential		-	-		-	
	2016-17 Carryover		38	53,298		53,336	
	Revised 2017-18 Allocation		3,937	142,786		146,723	
			3,975	196,084		200,059	

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

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		5,000		\$ 5,000.00	Goal 1 - 5
11700	Teacher Substitute		10,000		\$ 10,000.00	Goal 1 - 1
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		87,103		\$ 87,103.00	Goal 1 - 3
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 144,861.00	\$ -	\$ 144,861.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		70,395		\$ 70,395.00	Goal 1 - 4
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 70,395.00	\$ -	\$ 70,395.00	
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		12,743		\$ 12,743.00	Goal 1 - 2, 4
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 12,743.00	\$ -	\$ 12,743.00	
	Total		\$ 227,999.00	\$ -	\$ 227,999.00	
	Differential		-		-	
	Allocations		227,999		227,999	