



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Victory Elementary School
Address:	1838 West Rose Street, Stockton, Ca 95203
CDS Code:	6042808
District:	Stockton Unified School District
Principal:	Nancy Lane
Revision Date:	January 25, 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:

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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
Claudia E. Monso
Signature

Signature

Signature

Signature

Signature

Signature

Deanne Rocha, Leadership
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 25, 2018.

Attested:

Nancy Lane

Typed Name of School Principal

N Lane

Signature of School Principal

January 25, 2018

Date

Ellen Old

Typed Name of SSC Chairperson

Ellen Old

Signature of SSC Chairperson

January 25, 2018

Date

Mission

Insert the school site's mission.

Our mission is to empower students to reach their highest potential, inspire academic and behavioral excellence, and encourage members of the school community to participate in our endeavor. Every student, Every day, Whatever it takes!

Vision

Insert the school site's vision.

Victory school's vision is to provide a safe, caring, disciplined and stimulating environment where children will achieve their fullest potential, so they can make their best contribution to our world. We value our school community and recognize the role it plays in realizing our vision.

School Site Story

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

Victory School is a preschool through 8th grade elementary school located in Stockton, California. The school serves over 500 students on a campus with 34 classrooms, a computer lab, library and a science lab. The school also has an extensive outdoor area, including 3 basketball courts, a baseball/soccer field, blacktop area with tetherball, volleyball, 4-square, and 3 barkboxes with slides and bars.

The Victory School staff is committed to working with the educational community to provide all students with the opportunity to reach his/her potential. Together, we collaborate and make a difference for our students. The staff is very dedicated to providing the best possible educational experience for each and every child. Our belief is do "whatever it takes" to meet a student's educational, social and emotional needs. Our teachers deliver quality instruction on Common Core State Standards adopted by Stockton Unified School District and the State of California. The staff works diligently to implement rigorous curriculum and monitors student progress on a regular basis. Classroom teachers provide reading and math enrichment and intervention as needed and all students have access to online intervention program, including ST Math and Imagine Learning.

Victory School students also benefit from a variety of programs to meet individual need after school. Our after-school program, which runs daily until 6:00 p.m., provides our students with academic tutoring, as well as physical exercise activities in a safe and structured environment. Victory also provides a fully integrated Braille instruction program with assistive technology for students with visual needs. Victory support staff includes several full-time positions, including an assistant principal, program specialist, instructional coach, and resource specialist. Other support staff include a half time counselor, half-time psychologist, part time speech/language therapist and library media clerk.

We encourage a site visit for anyone interested in learning more about Victory School and the educational opportunities that await students of Stockton.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

The top priorities for the 2016-2017 school year were focused on increasing student achievement in both language arts and math. This was to be demonstrated by:

1. Student Academic Achievement: The percentage of all students meeting their expected reading and math growth on the Measures of Academic Progress (MAP) increasing by 5 percentage points of the percentage of students and shall have no less than 20% proficient in ELA and Math. In addition, the percentage of all students (grades 3-8) meeting their expected English Language Arts and Math growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP, will increase by 5% points of the percentage of students and shall have no less than 20% proficient in ELA and Math. Increase reclassification rates for EL students before they become Long-Term English Learners
2. Decrease Suspensions and Increase attendance rate
3. Effective implementation of PLC's
4. Increase parental involvement

The major expenditures supporting these priorities included

- Full time Intervention teacher to support grades 1-3
- Action walk/Instructional rounds to monitor high quality implementation of units of study and direct instruction strategies/Depth of Knowledge (DOK)
- Professional development in Professional Learning Community
- Professional Development conference to provide needed professional development on the implementation of an effective PLC
- Library Media Assist to allow more access to library books and media to support units of study
- Technical/Instructional Support Materials used to support core instructional needs
- Program Specialist to monitor program implementation, facilitate testing, assist teachers in implementing district-provided programs as well as ensure timely monitoring of EL and RFEP students
- Instructional Coach to provide onsite support to teachers to ensure effective implementation of grade level standards and the units of study
- Implementation of Accelerated Reader to increase reading comprehension skills
- Teacher Parent Conferences to discuss student progress and identify ongoing needs to assist students with meeting grade level standards
- Academic Conferences to analyze student assessment results in MAP and CAASPP and to determine SMART goals for student achievement

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

The following Strategies in the SPSA were fully implemented in 2016-2017:

- The use of an Intervention Teacher, as well as funded teacher, to provide strategic support in Language Arts for students in grades kindergarten through third grade. Students in K-3 that were 2 or more years below grade level, as assessed by a variety of measures were placed in intensive intervention. Students placed in intervention were monitored closely by the Intervention and general education teachers until they met the exit criteria.
- Academic Conferences to monitor student progress, improve instruction, and set SMART goals.
- Teacher collaboration based on PLC best practices to ensure cohesive instruction within grade levels. This allows teachers to share teaching strategies as well as student data to improve teacher instruction.
- Action walk/Instructional rounds to monitor high quality implementation of units of study, direct instruction strategies, and DOK levels.
- Teacher Parent Conferences to discuss student progress and identify ongoing needs to assist students with meeting grade level standards.

The following Strategies in the SPSA were not fully implemented in 2016-2017:

- Use of state (CAASPP, 3-8) and local assessments (MAP, K-8) to modify instruction and improve student achievement.
- Uniformly using standards based common formative assessment either district provided or teacher created to ensure instruction is cohesive throughout each grade level as well as across grades (Linear/Vertical alignment)
- Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.
- The use of online academic programs such as Accelerated Reader, ST Math, Imagine Learning, Compass Learning.

The barriers to full implementation included:

- Teachers were new and/or unfamiliar with grade level curriculum.
- In the intermediate grades lack of instructional minutes to implement the technology resources
- The lack of sufficient computers to meet the needs of student population
- Lack of knowledge in the creation of common formative assessments
- Poor attendance continues to hinder academic achievement for particular students

The actions taken to mitigate the barriers were as follows:

- Increased support was given by Instructional Coach to assist in technology scheduling and curriculum
- The district has increased the number of computers provided with the goal of reaching a 1-1.
- Increased teacher collaboration as needed by providing extra pay for teachers or substitute teachers.
- Training for teachers in the creation of common formative assessments
- Three staff members attended the AVID Summer Institute in preparation for implementation of AVID for 7th and 8th grades in 2017-2018

- College field trips will be planned 2017-2018
- EL students attended the ELD summer school

The impact of the lack of full or timely implementation on student outcomes was:

- inconsistent growth in student achievement throughout the grades

The data used to determine these outcomes was:

- CAASPP
- MAP
- Progress reports from ST Math, Accelerated Reader, Imagine Learning
- Common Formative Assessments

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 or activities that were effective in improving student achievement

- K-3 intervention
- ST Math in primary grades
- Accelerated Reader in primary grades
- Academic conferences
- Action Walks/Instructional Rounds
- After School Tutoring
- PLC implementation

Evidence of impact of strategies or activities on student achievement

- Growth in percent proficiency in MAP for Math in K-3 and 8th Grade
- Growth in percent proficiency in MAP for ELA in K-2, 4th, and 8th Grade

Strategies or activities that were ineffective or minimally effective in improving student achievement

- Systematic intervention for intermediate grades
- Accelerated Reader
- ST Math

Reason strategy or activity was ineffective in improving student achievement

- ST Math and Accelerated Reader programs were not regularly implemented in intermediate grade levels
- Tier 3 systematic intervention for intermediate grades was only implemented for 6 weeks

Evidence of impact of ineffective strategies or activities on student achievement

- Decrease in percentage of students who met standards in MAP for Math in 4th - 7th grade
- Decrease in percentage of student who met standards in MAP for ELA in 3rd, 5th - 7th grade

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- School Site council meetings are held on a monthly basis. Our council consists of representatives from administration, teachers, other Victory School staff members and parents. During the council meetings, all participants contribute to the development of our Single Plan for Student Achievement. As the meetings continue throughout the year, the council monitors the plan for implementation as well as troubleshoot areas that need immediate adjustments.
 - Advisory committees regularly meet with administration to monitor and provide input on developing the school plan. Administration relays the committees' input to the SSC.
 - ELAC meets bi-monthly to review the plan and its ongoing effectiveness. Opportunity for input for the SPSA occurs periodically throughout the school year.
 - Victory School Leadership meets on a monthly basis. Members provide input for the SPSA. They also meet with individual grade levels to gather input for the plan. The leadership team regularly reviews and shares data with all staff on identified priorities included in the 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?

The following goals in the SPSA that were met:

- Percent proficient in ELA (MAP) was no less than 20%. ELA - 27%
- Percent proficient in Math (MAP) was no less than 20%. Math - 21%

The following goals in the SPSA that were not met:

- Percent proficient in both ELA and Math (SBAC) were less than 20%. ELA - 19% and Math 18%
- Students did not meet the 10% increase goal in ELA and Math as measured by the 2016 fall MAP results to 2017 spring MAP results:
ELA - 25% to 27%, growth of 2%. Math - 17% to 21%, growth of 4%.
- Students did not meet the 10% increase goal in ELA and Math in SBAC as measured by the 2016 results compared to 2017 results
ELA - 17% to 19%, growth of 2%. Math - 19% to 18%, loss of 1%.

The following Strategies in the SPSA were not fully implemented in 2016-2017

- Use of state (CAASPP, 3-8) and local assessments (MAP, K-8) to modify instruction and improve student achievement.
- Uniformly using standards based common formative assessment either district provided, or teacher created to ensure instruction is cohesive throughout each grade level as well as across grades (Linear/Vertical alignment)
- Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.

- The use of technological academic programs such as Accelerated Reader, ST Math, Imagine Learning, Compass Learning

Recommendations:

- Provide ongoing professional development on data analysis.
- Provide additional collaboration time and ongoing professional development on creating common formative assessments.
- Provide individual laptop carts for each classroom in order to maximize use of technology.

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.

Based on data from the California Dashboard our suspension rate decreased by 6%, including the following decreases for each of our subgroups:

EL's = 3.5% Homeless = 12.8% SED = 6.3% SWD = 4.6% African American = 13.1% American Indian = 5.1% Hispanic = 5.8% 2 or more races = 14.3% White = 1.3%. The only increase was Asian at 3.5%. Schoolwide efforts to decrease our suspension rate included the following:

- A full time assistant principal
- Counseling support (½ time position)
- Implementation of PBIS-Foundations
- Classroom discipline plans are in place in every classroom to include positive and negative consequences
- Increase of home visits by counselor and administration
- Progressive Discipline-Interventions including BIP'S for SPED and General Ed.
- Lunchtime groups with counselor weekly- Build appropriate behavior skills
- Viking bucks - given out for positive behavior with weekly drawing for prizes
- Restorative Circles Implementation
- AVID

The greatest progress is the percent proficient in both ELA and Math (MAP) were no less than 20%.

- Percent proficient in ELA (MAP) was no less than 20%. ELA - 27% - which is an increase of 3% from the previous year.
- Percent proficient in Math (MAP) was no less than 20%. Math - 21% - which is an increase of 3% from the previous year.
- Percent of students meeting growth target in ELA was 54%, which is an increase of 2% from the previous year.
- Percent of students meeting growth target in Math was 55%, which is an increase of 4% from the previous year.

SBAC math scores increased slightly, by 2.2 points, bringing us 82 points below level 3

To maintain or build upon the success the school will:

- Utilize site Program Specialist and Instructional Coach to provide classroom support on curriculum, instruction and assessment, focusing on new teachers and those in need of the most support
- Provide ongoing professional development on data analysis
- Provide professional development on DOK to increase the level of rigor
- Provide additional collaboration time and ongoing professional development on creating common formative assessments.
- Provide individual laptop carts for each classroom in order to maximize use of technology.

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?

According to the California School Dashboard our greatest needs are in the following areas:

- English Language Arts (3-8). All Students Performance indicator is red, at 73.6 points below level 3 and declined 1.6 points
 - Response to Intervention groups schoolwide
 - After school tutorials
 - Increase usage of Imagine Learning and Accelerated Reader
 - AVID
 - Teacher collaboration focusing on the Four Essential Questions of PLC
 - Implementing data cycles
 - Identifying essential standards
 - Creating SMART goals
 - Use of cross age tutors to work one on one with struggling students

- Mathematics (3-8) All Students Performance indicator is orange, at 82 points below level 3 and improved by 2.2 points
 - After school tutorial
 - Biweekly intervention time
 - Increase usage of ST Math
 - AVID
 - Teacher collaboration focusing on the Four Essential Questions of PLC
 - Implementing data cycles
 - Identifying essential standards
 - Creating SMART goals
 - Use of cross age tutors to work one on one with struggling students

- Attendance - our absenteeism rate is 18.2%, with a state average of 10.8% In an effort to improve attendance the following strategies have been put in place:
 - Classroom rewards for daily perfect attendance
 - Classroom celebration for every ten days of perfect attendance (popcorn party, etc)
 - Eight-week school wide attendance challenge- Nacho and pizza party rewards
 - Monthly perfect attendance reward- Dog tag necklace
 - Perfect attendance recognition for each trimester- Awarded at assembly
 - Morning announcements-Encouraged daily attendance
 - Check in with students- personal phone calls home for absences
 - Home visits by counselor
 - CWA support-Home visits and parent meetings
 - CARE and SST meetings for students with chronic absenteeism
 - Increase school wide communication with families regarding the importance of attendance

Performance Gaps

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

Based on the California School Dashboard, ELA falls within the red performance range, math within the orange performance range and suspension and EL’s within the yellow performance range.

In Math the orange performance range includes all students, EL’s and Hispanic, while SWD fall within the red performance range.

In ELA the orange performance range includes African American, while the red performance group includes all students, EL’s, SED, SWD and Hispanic students.

The steps the school is planning to take to address the needs for all students:

- After school tutoring for targeted groups
- Response to Intervention in specific skill needs
- Program Specialist to support teachers with implementation of ELD curriculum and instructional strategies for EL students
- ELD students receive 30 minutes of designated ELD instruction daily, and integrated ELD throughout the school day
- Increase support given by Instructional Coach to assist in technology scheduling and curriculum
- The increase the number of computers provided with the goal of reaching a 1-1.
- Increase teacher collaboration as needed by providing extra pay for teachers or substitute teachers.
- Training for teachers in the creation of common formative assessments
- Teacher training on Webb’s DOK to assist teachers with increasing the rigor of instruction and assessment
- Teachers of SWD will work collaboratively with general education colleagues to identify best practices and effective instructional strategies to utilize with students
- Have more staff members attend the AVID Summer Institute for implementation of AVID for 6th, 7th and 8th grades
- College field trips will be planned 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.

The main Stakeholder Involvement activities include:

- School Site Council- School Site council meetings are held on a monthly basis. Our council consists of representatives from administration, teachers, other staff members and parents. During the council meetings, all participants contribute to the development of our Single Plan for Student Achievement. As the meetings continue throughout the year, the council monitors the plan for implementation as well as troubleshoot areas that need immediate adjustments.
- Site Leadership Team
- ELAC
- Site Staff
- Parent teacher conferences held twice each year to involve parents in student progress and get input

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	<p>Increase reclassification rates for EL students before they become Long-Term English Learners</p> <p>After school tutoring</p> <p>Targeted integrated instruction.</p> <p>Professional Development focusing on Integrated and Designated ELD strategies.</p> <p>Monitor EL progress resulting in reclassification.</p> <p>Faithful Implementation of ELD UOS</p> <p>Use of EL and RFEP Monitoring forms, including Catch-Up Plans if needed</p> <p>ELD Implementation Walks</p> <p>SPED alternative reclassification criteria.</p>	<p># of EL students monitored</p> <p># of EL students assessed (initial)</p> <p># of EL students reassessed</p> <p># of EL student RFEP (CELDT & ELPAC & MAP)</p> <p># of EL students at grade level</p> <p># of EL students below grade level</p> <p># of EL students making progress</p>	Monthly	<p>\$35,779</p> <p>\$98,225</p> <p>(Salary/Benefits)</p>	Title 1 LCFF	19101
1.2 Academic Student Achievement	<p>Provide and promote student reading through literacy programs such as</p>	<p>AR tests</p> <p>Lexile levels</p>	weekly	<p>\$3,000</p> <p>(License Agreement)</p> <p>\$17,621</p>	LCFF Title 1	<p>24101</p> <p>43110</p> <p>56590</p> <p>58450</p>

	(Accelerated Reader-AR) Library Media Clerk			(Salary/Benefits)		
				\$8,726		
				\$11,246		
	Supplemental materials and resources to augment the core instruction/Units of Study			(Instructional Materials)		
				\$4,325		
				\$850		
				(Maintenance Agreement)		

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	<p>Increase reclassification rates for EL students before they become Long-Term English Learners</p> <p>After school tutoring</p> <p>Targeted integrated instruction.</p> <p>Professional Development focusing on Integrated and Designated ELD strategies.</p> <p>Monitor EL progress resulting in reclassification.</p> <p>Faithful Implementation of ELD UOS</p> <p>Use of EL and RFEP Monitoring forms, including Catch-Up Plans if needed</p> <p>ELD Implementation Walks</p> <p>SPED alternative reclassification criteria.</p>	<p># of EL students monitored</p> <p># of EL students assessed (initial)</p> <p># of EL students reassessed</p> <p># of EL student RFEP (CELDT & ELPAC & MAP)</p> <p># of EL students at grade level</p> <p># of EL students below grade level</p> <p># of EL students making progress</p>	Monthly	<p>\$35,779</p> <p>\$98,225 (Salary/Benefits)</p>	Title 1 LCFF	19101
2.2 Academic Student Achievement	<p>Provide and promote student reading through literacy programs such as</p>	<p>AR tests</p> <p>Lexile levels</p>	weekly	<p>\$3,000 (License Agreement)</p> <p>\$17,621</p>	LCFF Title 1	<p>24101</p> <p>43110</p> <p>56590</p> <p>58450</p>

	(Accelerated Reader-AR) Library Media Clerk			(Salary/Benefits)		
				\$8,726		
				\$11,246		
	Supplemental materials and resources to augment the core instruction/Units of Study			(Instructional Materials)		
				\$4,325		
				\$850		
				(Maintenance Agreement)		

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	<p>Increase reclassification rates for EL students before they become Long-Term English Learners</p> <p>After school tutoring</p> <p>Targeted integrated instruction.</p> <p>Professional Development focusing on Integrated and Designated ELD strategies.</p> <p>Monitor EL progress resulting in reclassification.</p> <p>Faithful Implementation of ELD UOS</p> <p>Use of EL and RFEP Monitoring forms, including Catch-Up Plans if needed</p> <p>ELD Implementation Walks</p> <p>SPED alternative reclassification criteria.</p>	<p># of EL students monitored</p> <p># of EL students assessed (initial)</p> <p># of EL students reassessed</p> <p># of EL student RFEP (CELDT & ELPAC & MAP)</p> <p># of EL students at grade level</p> <p># of EL students below grade level</p> <p># of EL students making progress</p>	Monthly	<p>\$35,779</p> <p>\$98,225</p> <p>(Salary/Benefits)</p>	Title 1 LCFF	19101
3.2 Academic Student Achievement	<p>Provide and promote student reading through literacy programs such as</p>	<p>AR tests</p> <p>Lexile levels</p>	weekly	<p>\$3,000</p> <p>(License Agreement)</p> <p>\$17,621</p>	LCFF Title 1	<p>24101</p> <p>43110</p> <p>56590</p> <p>58450</p>

	(Accelerated Reader-AR) Library Media Clerk			(Salary/Benefits)		
				\$8,726		
				\$11,246		
	Supplemental materials and resources to augment the core instruction/Units of Study			(Instructional Materials)		
				\$4,325		
				\$850		
				(Maintenance Agreement)		

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 (including home visits, alternate placement, school wide incentives for good behavior, etc.), counseling, structured student engagement activities, etc. to decrease suspension and expulsion rates and increase attendance.	# of student being referred for social/emotional issues # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$23,000 (Salary/Benefits)	Title I	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 (including home visits, alternate placement, school wide incentives for good behavior, etc.), counseling, structured student engagement activities, etc. to decrease suspension and expulsion rates and increase attendance.	# of student being referred for social/emotional issues # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$23,000 (Salary/Benefits) \$TBD (Salary/Benefits - 1 FTE Assistant Principal) \$TBD (Salary/Benefit - Counselor)	Title I	12151 13201

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 (including home visits, alternate placement, school wide incentives for good behavior, etc.), counseling, structured student engagement activities, etc. to decrease suspension and expulsion rates and increase attendance.	# of student being referred for social/emotional issues # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$23,000 (Salary/Benefits) \$TBD (Salary/Benefits - 1 FTE Assistant Principal) \$TBD (Salary/Benefit - Counselor)	Title I	12151 13201

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	Increase parental involvement through, Parent conferences (twice/year), Parent Meetings (SSC/ELAC, etc.), purchase of projector to be used during parent meetings throughout the year, provide parent meetings/training of interest to parents as identified through parent surveys, utilize SUSD's SAP process to involve parents in educational planning, etc.	# of meetings coordinated # of parents attending # of parents attending trainings/conferences # of parents attending trainings # of parent trainings offered	Monthly	\$300 \$25 (Parent Meeting) \$2,375 (Equipment)	Title I	43400 44000

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	Increase parental involvement through, Parent conferences (twice/year), Parent Meetings (SSC/ELAC, etc.), purchase of projector to be used during parent meetings throughout the year, provide parent meetings/training of interest to parents as identified through parent surveys, utilize SUSD's SAP process to involve parents in educational planning, etc.	# of meetings coordinated # of parents attending # of parents attending trainings/conferences # of parents attending trainings # of parent trainings offered	Monthly	\$300 \$25 (Parent Meeting) \$2,375 (Equipment)	Title I	43400 44000

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	Increase parental involvement through, Parent conferences (twice/year), Parent Meetings (SSC/ELAC, etc.), purchase of projector to be used during parent meetings throughout the year, provide parent meetings/training of interest to parents as identified through parent surveys, utilize SUSD's SAP process to involve parents in educational planning, etc.	# of meetings coordinated # of parents attending # of parents attending trainings/conferences # of parents attending trainings # of parent trainings offered	Monthly	\$300 \$25 (Parent Meeting) \$2,375 (Equipment)	Title I	43400 44000

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
Nancy Lane			X			
Irene Eremeyeff	2017	2019		X		
Ellen Old	2016	2018		X		
Andrea Alonzo	2016	2018		X		
Dianne Rocha	2017	2019			X	
Claudia Alonso	2016	2018				X
Kim Brandt	2017	2019				X
Brandi Mano	2017	2019				X
Heather Neumann	2016	2018				X
Karen Garcia	2016	2018				X
Numbers of members of each category:			1	3	1	5

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

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: VICTORY 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			2,500		\$ 2,500.00	Goal 1 - 1
11700	Teacher Substitute			13,000		\$ 13,000.00	Goal 1 - 1
12151	Counselor			23,000		\$ 23,000.00	Goal 2 - 1
13201	Assistant Principal					\$ -	
19101	Program Specialist			35,779		\$ 35,779.00	Goal 1 - 1
19101	Instructional Coach			40,356		\$ 40,356.00	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		\$ -	\$ 114,635.00	\$ -	\$ 114,635.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			11,246		\$ 11,246.00	Goal 1 - 2
43200	Non-Instructional Materials			-		\$ -	
43400	Parent Meeting		325			\$ 325.00	Goal 3 - 1
44000	Equipment		2,375			\$ 2,375.00	Goal 3 - 1
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,700.00	\$ 11,246.00	\$ -	\$ 13,946.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			4,325		\$ 4,325.00	Goal 1 - 2
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement	6	-	3,000		\$ 3,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 7,325.00	\$ -	\$ 7,325.00	
	Total		\$ 2,700.00	\$ 133,206.00	\$ -	\$ 135,906.00	
	Differential		-	-		-	
	2016-17 Carryover		398	52,746		53,144	
	Revised 2017-18 Allocation		2,302	80,460		82,762	
			2,700	133,206		135,906	

SCHOOL NAME: VICTORY 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				\$ -	
11700	Teacher Substitute		8,325		\$ 8,325.00	Goal 1 - 1
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist		98,225		\$ 98,225.00	Goal 1 - 2
19101	Instructional Coach		13,246		\$ 13,246.00	Goal 1 - 1
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		\$ 137,417.00	\$ -	\$ 137,417.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		8,726		\$ 8,726.00	Goal 1 - 2
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 8,726.00	\$ -	\$ 8,726.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		850		\$ 850.00	Goal 1 - 2
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 850.00	\$ -	\$ 850.00	
	Total		\$ 146,993.00	\$ -	\$ 146,993.00	
	Differential		-		-	
	Allocations		146,993		146,993	