

August School Tigers



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	August School
Address:	2101 Sutro Avenue
CDS Code:	6042519
District:	Stockton Unified
Principal:	Lori Risso
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

Signature

English Learner Parent Involvement Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on January 25, 2018

Attested:

Lori Risso

Typed Name of School Principal



Signature of School Principal

January 25, 2018

Date

Patricia Ledesma-Flores

Typed Name of SSC Chairperson



Signature of SSC Chairperson

January 25, 2018

Date

Mission

Insert the school site's mission.

All students will be lifelong learners while mastering grade level standards and applying higher-level thinking skills. Student achievement will be measured by proficiency levels on state and local assessments. The success of ALL students will be supported by school and community resources and interventions.

Vision

Insert the school site's vision.

The August School community advocates for our students and their education as we prepare them to become academically successful, life-long learners. Students work collaboratively and think critically to solve real world problems that include the use of 21st Century technology. August Tigers value being responsible, organized, appreciative, and respectful.

School Site Story

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

August School serves over 640 students in grades PreK-8. The school is comprised of 24 PreK-8 general education classes, four moderate/severe special education classes, and speech and resource services. August School is proud of its diverse population which includes approximately 81% Hispanic, 6% White, 4% Asian, 3% African American, 2% American Indian. Furthermore, 95% of the students at August School are Socioeconomically Disadvantaged and 9% can be classified as Students with Disabilities. In addition, in the 2016-17 school year 100% of the students at August qualified for free/reduced meals. Our English Learner (EL) population represents 51% of our student body. 49% are at the emerging level, 43% are at the bridging level, and 11% are at the expanding level. In addition, 65% of our students in grades 5-8 are considered long term english learners (LTELs), which indicates a need for improvement. The school's Single Plan for Student Achievement (SPSA) was initially developed and is refined annually to encompass the school's goals and vision that recognize students as a valuable resource and our obligation to ensure they receive a high quality, 21st century education that provides them skills and knowledge to be college and career ready upon graduation. Since 2014, August School has focused on modeling a Professional Learning Community (PLC) that puts focus on taking ownership of the learning and outcomes all the while taking frequent snapshots of the instructional program, from high quality first instruction to student learning/collaboration and engagement. In addition to the PLC initiatives, the alignment with the district's Blueprint for Student Achievement

graphically defines in context the programs, procedures, practices, and policies that manage our instructional program within a systems approach with a focus on the data cycle and collaboration. The Blueprint explains the focus, alignment, expectations, and opportunities of SUSD's Educational Services to all stakeholders including: The Board of Education, Management, Site Management, Teachers, Staff, Parents, Community Members, and Students.

SECTION II: EVALUATION

Plan Priorities

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

Top Priorities of the 2016/17 Single Plan for Student Achievement:

- Effective Use of Instructional Time/Maximize Instruction
- Effective use of Integrated and Designated ELD and other EL strategies
- Evidence of Planning through Grade Level Collaboration

Expenditures Supporting the Priorities:

- Full time Instructional Coach/Program Specialist salary
- Additional compensation for grade level collaboration and professional development
- After School Tutoring (EL & Homework Club)

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?

Fully Implemented Strategies in 2016/17 SPSA:

- Strategic Support for ELA and Math
- Intensive Intervention for ELA (Grades 3-6)
- Measures of Academic Progress (MAP)
- Professional Collaboration based on PLC Model for ELA, Math, and ELD
- ST Math in primary classrooms
- Appropriate Placement for ELD Instruction (K-8)
- Implementation of EL Strategies
- Parent Community Services
- Migrant Education Program (MEP) Services
- Recruiting and retaining highly qualified teachers
- Imagine Learning
- Prodigy
- Read Works
- Number Talks

Not Fully Implemented Strategies in 2016/17 SPSA:

- ST Math implementation in grades 6,7,8 did not meet the district progress goals due to more time spent on Khan Academy and Prodigy at these grade levels.
- UOS were implemented at various levels dependent on the grade level.

Actions that Eliminated or Modified During the Year:

- PA for bilingual paraprofessionals to work with a group of students for additional 1.5 hr per day was generated.
- Students from multiple classrooms were brought together for support from the Bilingual Paraprofessional.
- Students in grade 6,7,8 accessed Khan Academy & Prodigy for math support.

Barriers to Full or Timely Implementation:

- Lack of substitutes in district for teacher coverage for professional learning opportunities
- Students in grades 6, 7, 8 feel that ST math is juvenile.

Actions & Adjustments to Plan to Address Barriers:

- Students in grades 6,7,8 were introduced to Khan Academy & Prodigy to address disinterest in ST Math.

Impact from the Lack of Full or Timely Implementation of the Strategies on Student Outcomes:

- SBAC data for students in grades 5 through 8 showed student growth in math and they outscored students who did participate in ST math.

Data Used to Come this Conclusion:

SBAC data was used to come this conclusion.

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 particularly effective in improving student achievement are indicated below:

- Based on MAP data and the number of students who met their RIT growth, Intensive intervention for ELA was effective in improving student achievement. Every student who participated in intensive intervention showed growth and met their MAP goals.

What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Instructional coaches who supported teachers through coaching as evident in student's engagement in the classroom and progress on classroom assessments and MAP, increase grade level collaboration and planning, teachers' implementation of the Units of Study for ELA and Math, implementation of DII strategies, differentiated instruction, small group instruction, and centers to meet individual student needs. The intervention was highly effective and is missed greatly at August this year.

Strategies Activities that Were Ineffective or Partially Effective in Improving Student Achievement:

Students in grades 6, 7, 8 used Khan Academy as a supplement to the math curriculum instruction instead of ST Math, which they feel is too juvenile.

Based on an Analysis of the Impact of the Strategies/Activities, the reason they were Ineffective in Improving Student Achievement:

ST Math was ineffective because the older students (grades 6-8) felt the program was juvenile compared to Prodigy and Khan Academy.

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?

How was the SSC involved in development of the plan?

The SSC reviewed the previous year's SPSA to update, make changes and modifications, as well as provided input to the current school plan.

How were advisory committees involved in providing advice to the SSC?

Information was shared to the advisory committee and parent input was requested.

How was the plan monitored during the school year?

On-going changes were made based on student achievement and the SSC and advisory committees were kept informed during their meetings.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

All stakeholders are informed of upcoming meetings and we encouraged more participation, as we share our monitoring process and data on student achievement.

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 goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met:

On SBAC in ELA, 3rd grade ranked 8th/41 schools, 4th grade 5th/41 schools and 5th grade 9th/41 schools. In Math, 3rd grade ranked 5th/41 schools and 6th ranked 11/41 schools. The students selected for daily sessions with our intervention teacher all met their MAP goals and showed stellar growth.

The Goals in the 2016-2017 SPSA that were not Met or Partially Met:

On SBAC, our 6th grade class ranked 30th/41 schools in ELA. ST Math data was inconsistent in middle school grades (6th-8th) since students spent more time on Prodigy and Khan Academy.

Strategies Related to the Goal that may have been Identified as “Not Fully Implemented,” “Ineffective,” or “Minimally Effective” were:

Some Units of Study (UOS) are stronger than others. Teachers have full permission to supplement the UOS when needed to fulfill a standard requirement in the UOS. The revamping of the UOS by West Ed helped, but there are still some areas where teachers need to search for outside resources in order to meet the rigor of the standard.

Based on This Information, some Recommendations for Future Steps to Meet This Goal Include:

- Administrators and support staff will hold academic conferences with teachers to address any concerns based on MAP data. Current strategies (platooning, incentives, small group instruction, Direct Interactive Instruction, working with site instructional coaches, and NEWSELA and Imagine Learning) were identified.
- Continue to monitor ELD instruction (both Designated and Integrated) and progress monitoring of EL students and provide primary language support from the Bilingual Paraprofessional Assistant based on student needs.

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.

There are two areas of great progress to be focused on 1) English Learner Redesignation and 2) ELA achievement.

English Learner Redesignation: Based on data from the (California School Dashboard, August School redesignated 125 students for the 2016-2017 academic year. This is 30% of our English Learner population! Furthermore, English Learners increased 14.4 points relating to the ELA Assessment and the Reclassified students maintained with a small increase of 1.9 points. Growth in Math was less impressive with English Learner Students slightly increasing 2.2 points and Reclassified students declined -3 points.

While English Learners have been a focus for August School for years, additional resources were added in 2016-2017 to target English Learners; During this school year we strategically selected teachers across grade levels to attend the CAFE EL conference in Anaheim, CA. Additionally, two members from our site team returned to present our new knowledge at the Professional Development Center at a district administrators meeting. Teachers were also sent to the EL institute training offered by the County Office of Education for designated and integrated English Language Learner training. Moreover, all teachers were trained by our Stockton Unified experts from the Language Development Office. The August School Instructional Coach followed up these trainings with coaching for teachers practicing researched based ELL strategies in the classroom. In addition, teachers collaborate to plan lessons and look at student data from informal and formal assessments to apply appropriate strategies, interventions, and to make appropriate timely corrections to best meet the needs of all students including English Language Learners.

Our Bilingual Paraprofessionals were also sent to a professional training at the County Office of Education for training about working with English Language Learners.

This was year two of having a Community Assist at August to translate, coordinate parent meetings, and parent trainings on how to interpret student data and how to help their children at home. At August there is a parent room for parents to use computers to access English learning programs like Rosetta Stone, hold meetings, and other trainings.

ELA Achievement: Overall, August students increased by 12 points in English Language Arts on the 2017 SBAC, but certain subgroups did outstanding on the assessment. Examples of this include English Learners, while our reclassified only maintained with 1.9 points, our English Learners increased with 14.4 points. English only students increased significantly with 22.8 points, students with disabilities increased 14 points, hispanic increased 10.8 points, and White students increased 31.3 points. Although our Asian population only consists of 13 students, they declined with -10.7 points and represent our only decline on the 2016-2017 SBAC.

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 CA School Dashboard the August School Suspension Rate Report indicates the status for all students is very high (8.5%) with a .9% decline from the previous year. This is conflicting data for August because our overall suspension rate is much lower compared to other schools in our district, yet the dashboard indicates it an area of needs improvement by identifying Hispanic and Students with Disabilities in the red performance levels. Discipline at August School begins with restorative practices to find out the underlying reasons for student misbehavior. A PBIS model is followed so there are rules and procedures and behavior expectations for all areas of school.

One of our greatest needs is an Intervention Teacher. During the 2016-2017 school year, August had a full time Intervention Teacher who pulled students in grades 2-6 to work in small data-based reading skill focused groups. According to local performance indicators every intervention student made ELA growth. Most students were well above the national average growth. This growth contributed to the 12-point increase for all students in the English Language Arts Assessment Report on the California Dashboard. August School has an Intervention Plan for the 2017-2018 school year, however intervention teachers were placed back in classroom teacher positions.

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?

The California Dashboard indicates there are no performance groups two or more performance levels below the “all student” performance. In Math, English Learners and Socioeconomically Disadvantaged students were orange and “All Students” were yellow indicating one performance level below.

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 SSC reviews each SPSA to update, make changes and modifications as well as provide input to the current school plan. Information was shared to the ELPIC advisory committee and parent input was requested. The leadership team also does an overview of the school plan, including support staff and other key staff members who provide initial 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	Supplemental materials and resources to augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.)	Accelerated Reader NEWSELA # students reaching AR goal # of teachers using NEWSELA with students	Trimester	\$5,000 \$24,984 (Instructional Materials) \$5,000 (600 AR) (367 STAR) AR License \$5,000 NEWSELA (License Agreement) \$2,630 \$3,845 (Maintenance Agreements) \$5,000 (Equipment)	Title I LCFF	43110 58450 56590 44000
1.2 Academic Student Achievement	Professional Learning opportunities or professional consulting focusing on raising student achievement. Teachers attend trainings offered by local and outside services to learn research-based strategies and skills to use in their professional practice.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$22,903 (Teacher Substitute Pay)	Title I	11700
1.3 Student Intervention	Provide students with extended day opportunities such as homework club, intervention, and tutoring.	There are 24 students enrolled in our homework club after school, with 100% of the students who attend improving on skills completed in	Trimester	\$17,000 (Teacher Add Comp)	Title I	11500

		homework club.				
1.4 Academic Student Achievement	Comprehensive site-based support for teachers and students to increase student achievement in ELA, ELD, and Math.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$53,602 \$118,514 \$15,490 \$5,000 \$35,902 (Salary/Benefits)	Title I LCFF	19101 21101
1.5 Academic Student Achievement	To be able to foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, furniture and decor improvement, and reading intervention resources.	# of students/staff using library facilities/scheduling Accelerated reader progress monitoring Library Media Assist position to help guide students to their correct reading level books, model reading strategies	Trimester	\$2,500 \$17,621 (Salary/Benefits)	Title I LCFF	24101

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 augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.)	Accelerated Reader NEWSELA # students reaching AR goal # of teachers using NEWSELA with students	Trimester	\$5,000 \$24,984 (Instructional Materials) \$5,000 (600 AR) (367 STAR) AR License \$5,000 NEWSELA (License Agreement) \$2,630 \$3,845 (Maintenance Agreements) \$5,000 (Equipment)	Title I LCFF	43110 58450 56590 44000
2.2 Academic Student Achievement	Professional Learning opportunities or professional consulting focusing on raising student achievement. Teachers attend trainings offered by local and outside services to learn research-based strategies and skills to use in their professional practice.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$22,903 (Teacher Substitute Pay)	Title I	11700
2.3 Student Intervention	Provide students with extended day opportunities such as homework club, intervention, and tutoring.	There are 24 students enrolled in our homework club after school, with 100% of the students who attend improving on skills completed in	Trimester	\$17,000 (Teacher Add Comp)	Title I	11500

		homework club.				
2.4 Academic Student Achievement	Comprehensive site-based support for teachers and students to increase student achievement in ELA, ELD, and Math.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$53,602 \$118,514 \$15,490 \$5,000 \$35,902 (Salary/Benefits)	Title I LCFF	19101 21101
2.5 Academic Student Achievement	To be able to foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, furniture and decor improvement, and reading intervention resources.	# of students/staff using library facilities/scheduling Accelerated reader progress monitoring Library Media Assist position to help guide students to their correct reading level books, model reading strategies	Trimester	\$2,500 \$17,621 (Salary/Benefits)	Title I LCFF	24101

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 augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.)	Accelerated Reader NEWSELA # students reaching AR goal # of teachers using NEWSELA with students	Trimester	\$5,000 \$24,984 (Instructional Materials) \$5,000 (600 AR) (367 STAR) AR License \$5,000 NEWSELA (License Agreement) \$2,630 \$3,845 (Maintenance Agreements) \$5,000 (Equipment)	Title I LCFF	43110 58450 56590 44000
3.2 Academic Student Achievement	Professional Learning opportunities or professional consulting focusing on raising student achievement. Teachers attend trainings offered by local and outside services to learn research-based strategies and skills to use in their professional practice.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$22,903 (Teacher Substitute Pay)	Title I	11700
3.3 Student Intervention	Provide students with extended day opportunities such as homework club, intervention, and tutoring.	There are 24 students enrolled in our homework club after school, with 100% of the students who attend improving on skills completed in	Trimester	\$17,000 (Teacher Add Comp)	Title I	11500

		homework club.				
3.4 Academic Student Achievement	Comprehensive site-based support for teachers and students to increase student achievement in ELA, ELD, and Math.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$53,602 \$118,514 \$15,490 \$5,000 \$35,902 (Salary/Benefits)	Title I LCFF	19101 21101
3.5 Academic Student Achievement	To be able to foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, furniture and decor improvement, and reading intervention resources.	# of students/staff using library facilities/scheduling Accelerated reader progress monitoring Library Media Assist position to help guide students to their correct reading level books, model reading strategies	Trimester	\$2,500 \$17,621 (Salary/Benefits)	Title I LCFF	24101

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	<p>Increase student attendance through parent meetings, communication, incentive system. (The intended outcome is by increasing student attendance with extrinsic motivators, we will build a love of learning and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on the tier level.</p>	<p>% of students present/ not present # of students attending school # of students attending school on time # of students attending school all day # of students making progress/growth Average monthly attendance # of days with whole class attendance at 100% (6 days, 12 days, 24 days, 30 days, etc.) # of parent meetings</p>	Monthly	\$0		
1.2 School Climate	<p>Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, counseling, structured student engagement activities, etc.</p>	<p># of students being referred for social or emotional issues # of students involved in the PLUS Program # of students academically engaged # of students successful in the classroom # of PLUS meetings # of discipline referrals</p>	Monthly	\$0		

		# of students suspended				
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Proposed Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Increase student attendance through parent meetings, communication, incentive system. (The intended outcome is by increasing student attendance with extrinsic motivators, we will build a love of learning and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on the tier level.	% of students present/ not present # of students attending school # of students attending school on time # of students attending school all day # of students making progress/growth Average monthly attendance # of days with whole class attendance at 100% (6 days, 12 days, 24 days, 30 days, etc.) # of parent meetings	Monthly	\$0		
2.2 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, counseling, structured student engagement activities, etc.	# of students being referred for social or emotional issues # of students involved in the PLUS Program # of students academically engaged # of students successful in the classroom # of PLUS meetings # of discipline referrals	Monthly	\$0		

		# of students suspended				
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Proposed Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Increase student attendance through parent meetings, communication, incentive system. (The intended outcome is by increasing student attendance with extrinsic motivators, we will build a love of learning and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on the tier level.	% of students present/ not present # of students attending school # of students attending school on time # of students attending school all day # of students making progress/growth Average monthly attendance # of days with whole class attendance at 100% (6 days, 12 days, 24 days, 30 days, etc.) # of parent meetings	Monthly	\$0		
3.2 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, counseling, structured student engagement activities, etc.	# of students being referred for social or emotional issues # of students involved in the PLUS Program # of students academically engaged # of students successful in the classroom # of PLUS meetings # of discipline referrals	Monthly	\$0		

		# of students suspended				
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LCAP Goal 3: Meaningful Partnerships

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

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent Student and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc.	# of meeting conducted # of number parents attending trainings Survey on trainings # of trainings # of parents attending parent/teacher conferences	Trimester	\$56,380 (Salary/Benefits) \$1,448 (Parent Meeting) \$1,711 (Non-Instructional Supplies)	LCFF Title I	29101 43400 43200

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
1.1 Parent Student and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc.	# of meeting conducted # of number parents attending trainings Survey on trainings # of trainings # of parents attending parent/teacher conferences	Trimester	\$56,380 (Salary/Benefits) \$1,448 (Parent Meeting) \$1,711 (Non-Instructional Supplies)	LCFF Title I	29101 43400 43200

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
1.1 Parent Student and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc.	# of meeting conducted # of number parents attending trainings Survey on trainings # of trainings # of parents attending parent/teacher conferences	Trimester	\$56,380 (Salary/Benefits) \$1,448 (Parent Meeting) \$1,711 (Non-Instructional Supplies)	LCFF Title I	29101 43400 43200

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
Lori Risso	N/A	N/A	X			
Christina Sandoval	10/2016	10/2018		X		
Amelia Carlbom	10/2016	10/2018		X		
Richard Blackston	10/2016	10/2018		X		
Patricia Ledesma-Flores	10/2016	10/2018				X
Brenda Hawkins	10/2016	10/2018				X
Fidel Hernandez	10/2016	10/2018				X
Edra Romero	10/2016	10/2018			X	
Toni Farmer	10/2016	10/2018				X
Maria Piazza	10/2016	10/2018				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: AUGUST ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Parent Involvement	Instructional- General	Extended Day /Year		
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			17,000		\$ 17,000.00	Goal 1 - 3
11700	Teacher Substitute			22,903		\$ 22,903.00	Goal 1 - 2
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			15,490		\$ 15,490.00	Goal 1 - 4
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 4
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant			5,000		\$ 5,000.00	Goal 1 - 4
24101	Library Media Clerk			2,500		\$ 2,500.00	Goal 1 - 5
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 116,495.00	\$ -	\$ 116,495.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			24,984		\$ 24,984.00	Goal 1 - 1
43200	Non-Instructional Materials		1,771			\$ 1,771.00	Goal 3 - 1
43400	Parent Meeting		1,479			\$ 1,479.00	Goal 3 - 1
44000	Equipment			5,000		\$ 5,000.00	Goal 1 - 1
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 3,250.00	\$ 29,984.00	\$ -	\$ 33,234.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			3,845		\$ 3,845.00	Goal 1 - 1
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement			10,000		\$ 10,000.00	Goal 1 - 1
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 13,845.00	\$ -	\$ 13,845.00	
	Total		\$ 3,250.00	\$ 160,324.00	\$ -	\$ 163,574.00	
	Differential		-	-	-	-	
	2016-17 Carryover		31	43,578		43,609	
	Revised 2017-18 Allocation		3,219	116,746		119,965	
			3,250	160,324		163,574	

SCHOOL NAME: AUGUST 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				\$ -	
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist		118,514		\$ 118,514.00	Goal 1 - 4
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		35,902		\$ 35,902.00	Goal 1 - 4
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 5
29101	Community Assistant		56,380		\$ 56,380.00	Goal 3 - 1
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 228,417.00	\$ -	\$ 228,417.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		5,000		\$ 5,000.00	Goal 1 - 1
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 5,000.00	\$ -	\$ 5,000.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		2,630		\$ 2,630.00	Goal 1 - 1
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		\$ 2,630.00	\$ -	\$ 2,630.00	
	Total		\$ 236,047.00	\$ -	\$ 236,047.00	
	Differential		-		-	
	Allocations		236,047		236,047	