



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	George W. Bush Elementary School
Address:	5420 Fred Russo Drive
CDS Code:	0100206
District:	Stockton Unified School District
Principal:	Youlin Aissa
Revision Date:	March 1, 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:	Youlin Aissa
Position:	Principal
Phone Number:	209-933-7350
E-mail Address:	yaissa@stocktonusd.net

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SECTION I: BACKGROUND

Purpose/Intent

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

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

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

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

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

Recommendations and Assurances

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature
Gema Camacho
 Signature

English Learner Parent Involvement Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on March 1, 2018.

Attested:

Youlin Aissa
 Typed Name of School Principal

[Signature]
 Signature of School Principal

[Signature]
 Signature of SSC Chairperson

March 1, 2018
 Date

Aliece Drake
 Typed Name of SSC Chairperson

March 1, 2018
 Date

Mission

Insert the school site's mission.

To educate and inspire students to become successful members of society.

Vision

Insert the school site's vision.

We are committed to creating a positive learning environment through establishing inclusive relationships, data-drive collaboration and instruction, and community involvement.

School Site Story

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

George W. Bush Elementary school is a PK-8 serving over 900 students. We have a very diverse student population providing our students an opportunity to interact with children from all over the world. 34 percent of our student population identifies as Asian, 34 percent identifies as Hispanic, and 9 percent identifies as African American. We offer students the opportunity to be involved in a number of programs including AVID, MESA, PLUS, Academic Pentathlon, and science competition groups.

Teachers at Bush are highly committed to students' successes not only in the classroom, but within the community itself. Since Bush first opened its doors in 2003, teachers and students, along with the help of parent volunteers, have participated in various school, district and county events to provide for a well-rounded education. At various times Bush has participated in the county Academic Pentathlon competition, the district's Kennedy Games, Young Author's Faire, MESA, and various other academic competitions. Bush school also partners with Cesar Chavez High School on several events, including Literacy Day, Unity Day and Rotary Read-In. Chavez students also volunteer in many of our classrooms throughout the year, providing them the opportunity to gain some real-world experience while providing our students the opportunity to gain some additional support from older mentors.

Bush's staff also works hard on site to create a safe environment that fosters learner independence, social development, and success. With the help of parents, Bush is also able to hold an end-of-year carnival to

reward the students for all their hard work. The majority of teachers have been trained in creating a Professional Learning Community (PLC), and have been working hard to establish PLCs across campus. In addition, almost all of our teachers have been trained in AVID and work hard to utilize AVID strategies throughout the school beginning in kindergarten. We have over 80 staff members, 39 teachers, 10 of whom are in their first or second year of teaching. Students are trained to be PLUS leaders and work throughout the year to improve school culture. Our PLUS leaders work together with local community agencies for opportunities to give back to the community.

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.

1. PLCs
 - a. training and professional development funded by LCFF and Title I monies
2. Schoolwide AVID
 - a. training and professional development funded by LCFF and Title I monies
 - b. Student school supplies funded by LCFF and Title I monies
 - c. Student field trips funded by LCFF and Title I monies
3. Positive School Culture
 - a. PBIS/PLUS activities funded by LCFF and Title I monies

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?

Strategies implemented in the 16-17 school year included AVID, PLCs, EL reclassification and monitoring.

Fully Implemented:

PLC collaboration, strategic support, monitoring of instruction, ongoing instructional coaching.

Not Fully Implemented:

AVID-not all staff were AVID trained, provided opportunities for staff to attend AVID path training.

Barriers: lack of substitutes to release teachers for training, the availability of AVID training

Actions taken to mitigate:

Provide on-site PD of AVID strategies

Increased monitoring of classroom instruction

Impact on Student Outcomes

Little to no impact

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

On site-PD. Strategic grouping, after school tutoring (academic hours) and after school program, ELD instruction, teacher training in AVID, PLC, vertical articulation, PLC collaboration, on-site instructional coaching, classroom visits (instructional walk-throughs), implementation of AVID strategies in class. Increase achievement in math by 11.4 points. Programs and strategies did not reach full potential because of various obstacles blocking implementation and monitoring with fidelity.

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 reviewed a draft of the SPSA and provided input and revisions. In addition, SSC provided input and guidance on allocation of Title I site funds. English Learner Advisory Committee also reviewed the revised SPSA and provided additional input and revisions. The plan was minimally monitored formally throughout the year. Going forward the plan needs to be part of monthly leadership meetings so that monitoring is more systematic.

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?

Goal 1:

The percentage of all students (3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

The percentage of all students (K-8) meeting their expected Reading growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points and shall have no less than 20 percent proficient in ELA.

- Did not increase by 10% points on either the SBAC ELA or MAPs reading, but did meet the goal of no less than 20% proficient in ELA.

Goal 2:

The percentage of students (3-8) meeting their expected Math growth on the SBAC will increase by 10 percentage points and shall have no less than 20 percent proficient in Math.

The percentage of all students (K-8) meeting their expected Math growth on the MAPs will increase by 10 percentage points and shall have less than 20 percent proficient in Math.

- Did not increase by 10% points on either the SBAC or the MAPs however did meet the goal of no less than 20% proficient on SBAC with 25%, nearly met this goal with 19% percent proficient.

Goal 3:

The percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.

- Did not meet the EL progress goal.

The percentage of LTELs will decrease by 10 percent over the prior year.

- This goal was nearly met.

The percentage of reclassified students will increase by 2 percent.

- Reclassification percentage increased by 13% well exceeding the goal of 2% increase.

Goal 4:

School climate and safety of all stakeholders will be improved by providing a welcoming and safe environment.

- School climate improved as measured by the school climate survey administered as part of the PLUS/PBIS initiatives.

Attendance rates will grow by 2 percent.

- Attendance rates grew from 94.92% to 95.08%.

Suspension rates will continue to decrease.

- Suspension rates declined significantly by 1.3%.

Expulsion rates will continue to decrease.

- We had zero expulsions in the 16-17 school year.

Goal 5:

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

- Parent and community involvement was increased through increased attendance to our parent coffee hours, ELAC meetings, curriculum nights and activities.

Continue to implement strategic intervention to reach students who are not meeting their targets.

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.

Reclassification of English Learners increased. The Language Development Office has offered increased opportunities for training for delivering ELD and integrated ELD instruction, our program specialist, instructional coach and several teachers have taken advantage of these opportunities. In addition, our site program specialist and assistant principal have increased their visitations of classrooms during ELD time to provide feedback on instructional practices. We continue to focus on increasing parent involvement through family curriculum nights, parent information nights, parent coffee hours and a welcoming and open atmosphere. We achieved secondary AVID certification the first year we were eligible to do so and have maintained our certification while expanding to school wide AVID. To this end the majority of staff is trained in AVID. The majority of staff is also trained in the PLC model in an ongoing effort to deepen our PLC practice in order to improve student achievement. We continue to deepen our PBIS, PLUS and restorative justice practices in order to decrease student suspensions, the suspension rate declined in 1.3%.

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?

Based on the California School Dashboard for 2016-2017 data Bush school had overall positive growth in state indicators, while still having room for improvement in all areas. State Indicators are measured by colors, Blue (being the highest performance), Green, Yellow, Orange, and Red (being the lowest performance indicator). The Dashboard reports state indicators of 1) Suspension Rate, English Learner Progress, English Language Arts Performance, and Math performance. Bush school's performance was yellow, green, yellow, and orange respectively. Our Suspension Rate, while still considered high at 4.4% decreased significantly over the prior year. Our English Learner progress at green increased 6.3% to 74.8%. Our English Language Arts performance at yellow increased by 9.1 points but is still low at 49 points from baseline 3. Our mathematics performance at orange is our lowest indicator, we declined 4.5 points and are 60 points from baseline 3, all subgroups are orange with African-Americans red. As we deepen and refine our AVID practices we expect that these instructional strategies will provide more effective first teaching to improve and increase overall student achievement. In addition as we continue the process of Professional Learning Communities we expect that more targeted, frequent, and effective intervention will take place for students in need of strategic intervention in either ELA or math.

Performance Gaps

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

Not applicable, all student groups are performing below grade level goals.

Continuing to provide teacher training in AVID, PLC, ELA and math support, Open Court training. Adopt writing program to make gains in ELA. Continue to support teachers during PLC collaboration, provide on-site PD (both in house and district lead).

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.

Plan was presented to ELPIC (since renamed ELAC), SSC, and sent home as part of parent compact. Parent needs assessment surveys were sent out to EL students. Presented to SSC in December of 2017 for input, presented to ELAC in February 2018 for input, will get final approval from SSC in February 2018.

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
<p>1.1 Academic Student Achievement - English Language Arts and English Learners, Mathematics</p>	<p>Teachers will be provided professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics.</p>	<p># of co-teaching events # of demo lessons Observations of classroom instruction; # of teachers receiving coaching; # of hours of coaching provided; professional development attendance; student achievement/growth as measured by MAPs and AVID assessments</p>	<p>Every trimester</p>	<p>\$53,602 \$37,521 \$96,483 (Salary/Benefits) \$5,000 \$5,000 (Teacher Additional Comp) \$15,000 \$8,000 (Teacher Substitute Pay) \$10,000 \$15,000 (Conferences)</p>	<p>Title I LCFF</p>	<p>19101 11500 11700 52150</p>
<p>1.2 Academic student achievement in ELA & English Learners</p>	<p>Grade level teams will provide EL students opportunities to improve through designated daily strategic support</p>	<p>Observations of classrooms; grade level formative assessments; growth on CELDT/ELPA C assessment # of EL students # of EL students at each performance level # of EL students RFEP</p>	<p>Trimester</p>	<p>See Goal 1, Strategy 1</p>	<p>See Goal 1, Strategy 1</p>	<p>See Goal 1, Strategy 1</p>
<p>1.3 Student Intervention</p>	<p>Provide students with targeted reteaching of high priority mathematics and language arts standards, using</p>	<p>student growth data</p>	<p>Trimester</p>	<p>\$10,000 (Instructional Assistant Additional Comp)</p>	<p>Title I</p>	<p>29101</p>

	an instructional assistant.					
1.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Step Up to Writing, etc.), project material (e.g. highlighters, folders, post-its, 3 ring binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	Student Usage Data Teacher Usage Data	Trimester	\$17,621 (Salary/Benefits) \$13,125 \$20,000 (Instructional Materials) \$44,000 \$14,533 (Equipment) \$5,000 (Maintenance Agreement) \$26,000 (Professional Consultant)	Title I LCFF	24101 43110 44000 56590 58100
1.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	pre/post assessment culminating project	Trimester	\$12,000 \$5,000 (Field Trip Non District Transportation)	Title I LCFF	58720

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 - English Language Arts and English Learners, Mathematics	Teachers will be provided professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics.	# of co-teaching events # of demo lessons Observations of classroom instruction; # of teachers receiving coaching; # of hours of coaching provided; professional development attendance; student achievement/growth as measured by MAPs and AVID assessments	Every trimester	\$53,602 \$37,521 \$96,483 (Salary/Benefits) \$5,000 \$5,000 (Teacher Additional Comp) \$15,000 \$8,000 (Teacher Substitute Pay) \$10,000 \$15,000 (Conferences)	Title I LCFF	19101 11500 11700 52150
2.2 Academic student achievement in ELA & English Learners	Grade level teams will provide EL students opportunities to improve through designated daily strategic support	Observations of classrooms; grade level formative assessments; growth on CELDT/ELPAC assessment # of EL students # of EL students at each performance level # of EL students RFEP	Trimester	See Goal 1, Strategy 1	See Goal 1, Strategy 1	See Goal 1, Strategy 1
2.3 Student Intervention	Provide students with targeted reteaching of high priority mathematics and language arts standards, using	student growth data	Trimester	\$10,000 (Instructional Assistant Additional Comp)	Title I	29101

	an instructional assistant.					
2.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Step Up to Writing, etc.), project material (e.g. highlighters, folders, post-its, 3 ring binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	Student Usage Data Teacher Usage Data	Trimester	\$17,621 (Salary/Benefits) \$13,125 \$20,000 (Instructional Materials) \$44,000 \$14,533 (Equipment) \$5,000 (Maintenance Agreement) \$26,000 (Professional Consultant)	Title I LCFF	24101 43110 44000 56590 58100
2.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	pre/post assessment culminating project	Trimester	\$12,000 \$5,000 (Field Trip Non District Transportation)	Title I LCFF	58720

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 - English Language Arts and English Learners, Mathematics	Teachers will be provided professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics.	# of co-teaching events # of demo lessons Observations of classroom instruction; # of teachers receiving coaching; # of hours of coaching provided; professional development attendance; student achievement/growth as measured by MAPs and AVID assessments	Every trimester	\$53,602 \$37,521 \$96,483 (Salary/Benefits) \$5,000 \$5,000 (Teacher Additional Comp) \$15,000 \$8,000 (Teacher Substitute Pay) \$10,000 \$15,000 (Conferences)	Title I LCFF	19101 11500 11700 52150
3.2 Academic student achievement in ELA & English Learners	Grade level teams will provide EL students opportunities to improve through designated daily strategic support	Observations of classrooms; grade level formative assessments; growth on CELDT/ELPAC assessment # of EL students # of EL students at each performance level # of EL students RFEP	Trimester	See Goal 1, Strategy 1	See Goal 1, Strategy 1	See Goal 1, Strategy 1
3.3 Student Intervention	Provide students with targeted reteaching of high priority mathematics and language arts standards, using	student growth data	Trimester	\$10,000 (Instructional Assistant Additional Comp)	Title I	29101

	an instructional assistant.					
3.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Step Up to Writing, etc.), project material (e.g. highlighters, folders, post-its, 3 ring binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	Student Usage Data Teacher Usage Data	Trimester	\$17,621 (Salary/Benefits) \$13,125 \$20,000 (Instructional Materials) \$44,000 \$14,533 (Equipment) \$5,000 (Maintenance Agreement) \$26,000 (Professional Consultant)	Title I LCFF	24101 43110 44000 56590 58100
3.5 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	pre/post assessment culminating project	Trimester	\$12,000 \$5,000 (Field Trip Non District Transportation)	Title I LCFF	58720

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	Strategies that will be implemented in order to improve student safety and school climate in addition to maintaining student engagement, include PLUS, PBIS, Restorative Practices, and school-wide attendance initiatives.	School climate surveys, attendance data (perfect attendance, truancy data, tardy data), discipline data (# of office referrals, suspension rates)	Monthly	\$25,137 \$65,752 (Salary/Benefits)	LCFF	12151 13201

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	Strategies that will be implemented in order to improve student safety and school climate in addition to maintaining student engagement, include PLUS, PBIS, Restorative Practices, and school-wide attendance initiatives.	School climate surveys, attendance data (perfect attendance, truancy data, tardy data), discipline data (# of office referrals, suspension rates)	Monthly	\$25,137 \$65,752 (Salary/Benefits)	LCFF	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	Strategies that will be implemented in order to improve student safety and school climate in addition to maintaining student engagement, include PLUS, PBIS, Restorative Practices, and school-wide attendance initiatives.	School climate surveys, attendance data (perfect attendance, truancy data, tardy data), discipline data (# of office referrals, suspension rates)	Monthly	\$25,137 \$65,752 (Salary/Benefits)	LCFF	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 Meaningful Partnerships - Parent	Increased parent involvement through parent engagement hours, parent conferences, family curriculum nights, committees and information nights.	# of parents attending all events # of parents attending parent coffee hours # of parent coffee hours # of parents attending parent conferences # of parent conferences # of parents attending curriculum nights # of curriculum nights	Trimester	\$4,643.00 \$45 (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 Meaningful Partnerships - Parent	Increased parent involvement through parent engagement hours, parent conferences, family curriculum nights, committees and information nights.	# of parents attending all events # of parents attending parent coffee hours # of parent coffee hours # of parents attending parent conferences # of parent conferences # of parents attending curriculum nights # of curriculum nights	Trimester	\$4,643.00 \$45 (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 Meaningful Partnerships - Parent	Increased parent involvement through parent engagement hours, parent conferences, family curriculum nights, committees and information nights.	# of parents attending all events # of parents attending parent coffee hours # of parent coffee hours # of parents attending parent conferences # of parent conferences # of parents attending curriculum nights # of curriculum nights	Trimester	\$4,643.00 \$45 (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
Youlin Aissa	Sept 2013	n/a	X			
Pat Estarziau	Aug 2016	June 2018		X		
Linda Jones	Aug 2016	June 2018		X		
Michelle Hicks	Aug 2016	June 2018		X		
April Willette	Feb 2017	Feb 2019			X	
Chantha Navee	Nov 2017	Nov 2019				X
Aliece Drake	Nov 2017	Nov 2019				X
Laura Argumedo	Nov 2017	Nov 2019				X
Gita Naidu	Nov 2017	Nov 2019				X
Edith Izaguirre	Nov 2017	Nov 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: BUSH 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			5,000		\$ 5,000.00	Goal 1 - 1
11700	Teacher Substitute			15,000		\$ 15,000.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			37,521		\$ 37,521.00	Goal 1 - 1
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			10,000		\$ 10,000.00	Goal 1 - 3
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 121,123.00	\$ -	\$ 121,123.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			13,125		\$ 13,125.00	Goal 1 - 4
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		4,688			\$ 4,688.00	Goal 3 - 1
44000	Equipment			44,000		\$ 44,000.00	Goal 1 - 4
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 4,688.00	\$ 57,125.00	\$ -	\$ 61,813.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			5,000		\$ 5,000.00	Goal 1 - 4
56530	Equipment Repair					\$ -	
52150	Conference			10,000		\$ 10,000.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans			12,000		\$ 12,000.00	Goal 1 - 5
58920	Pupil Fees					\$ -	
58100	Consultants-instructional			26,000		\$ 26,000.00	Goal 1 - 4
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 53,000.00	\$ -	\$ 53,000.00	
	Total		\$ 4,688.00	\$ 231,248.00	\$ -	\$ 235,936.00	
	Differential		-	-		-	
	2016-17 Carryover		45	62,856		62,901	
	Revised 2017-18 Allocation		4,643	168,392		173,035	
			4,688	231,248		235,936	

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

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	
			23030	23031		
			Instructional-L-SC E/General	Extended Day/Year		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
	11500	Teacher - Add Comp	5,000		\$ 5,000.00	Goal 1 - 1
	11700	Teacher Substitute	8,000		\$ 8,000.00	Goal 1 - 1
	12151	Counselor	25,137		\$ 25,137.00	Goal 2 - 1
	13201	Assistant Principal	65,752		\$ 65,752.00	Goal 2 - 1
	19101	Program Specialist	96,483		\$ 96,483.00	Goal 1 - 1
	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 - 4
	29101	Community Assistant			\$ -	
		Additional Comp/Hourly			\$ -	
					\$ -	
		TOTAL PERSONNEL COST	\$ 217,993.00	\$ -	\$ 217,993.00	
Books & Supplies						
	42000	Books			\$ -	
	43110	Instructional Materials	20,000		\$ 20,000.00	Goal 1 - 4
	43200	Non-Instructional Materials			\$ -	
	43400	Parent Meeting			\$ -	
	44000	Equipment	14,533		\$ 14,533.00	Goal 1 - 4
	43150	Software			\$ -	
		Sub-Total-Supplies	\$ 34,533.00	\$ -	\$ 34,533.00	
Services						
	57150	Duplicating			\$ -	
	57250	Field Trip-District Trans			\$ -	
	57160	Nurses			\$ -	
	57400	CorpYard			\$ -	
	56590	Maintenance Agreement			\$ -	
	56530	Equipment Repair			\$ -	
	52150	Conference	15,000		\$ 15,000.00	Goal 1 - 1
	59140	Telephone			\$ -	
	58450	License Agreement			\$ -	
	58720	Field Trip-Non-District Trans	5,000		\$ 5,000.00	Goal 1 - 5
	58920	Pupil Fees			\$ -	
	58100	Consultants-instructional			\$ -	
	58320	Consultants-Noninstructional			\$ -	
		Sub-total-Services	\$ 20,000.00	\$ -	\$ 20,000.00	
		Total	\$ 272,526.00	\$ -	\$ 272,526.00	
		Differential	-		-	
		Allocations	272,526		272,526	