

2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Wilhelmina Henry School
Address:	1107 Wagner Avenue Stockton, CA 95215
CDS Code:	0111344
District:	Stockton Unified School District
Principal:	Dara M. Dalmau
Revision Date:	February 23, 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:	Dara Dalmau
Position:	Principal
Phone Number:	209 933-7490
E-mail Address:	ddalmau@stocktonusd.net

Contents

SECTION I: BACKGROUND	3
Purpose/Intent	3
Recommendations and Assurances	4
Mission	5
Vision.....	5
School Site Story.....	5
SECTION II: EVALUATION	7
Plan Priorities	7
Plan Implementation.....	7
Strategies and Activities	8
Involvement/Governance.....	9
Outcomes	10
Summary of Review of Overall Performance.....	11
Greatest Progress.....	11
Greatest Needs.....	11
Performance Gaps.....	12
SECTION III: STAKEHOLDER OUTREACH	13
Stakeholder Involvement.....	13
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	14
Strategic Planning Details and Accountability	14
LCAP Goal 1: Student Achievement.....	14
Strategic Area of Focus	14
LCAP GOAL 2: Safe and Healthy Learning Environments	20
Strategic Area of Focus	20
LCAP Goal 3: Meaningful Partnerships	24
Strategic Area of Focus	24
Section V: School Site Council Membership	28
Section VI: Budget Allocation Spreadsheets	29

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

 Signature
 Signature
 Signature
 Signature
 Signature
 Signature
 Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on February 23, 2018.

Attested:

Dara Dalmau

 Typed Name of School Principal




 Signature of School Principal

2/28/18

 Date

Tiffany Lupian

 Typed Name of SSC Chairperson



 Signature of SSC Chairperson

3/15/18

 Date

Mission

Insert the school site's mission.

Henry students learn academic and social skills to be successful citizens.

Vision

Insert the school site's vision.

Sharks are respectful and independent thinkers working to create a positive community, where we are all successful.

School Site Story

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

Wilhelmina Henry School, Home of the Sharks, is located in southeast Stockton, and provides instruction to approximately 900 students, preschool-aged through 8th grade. We have two preschool programs, three Special Day Classes (SDC) focusing in fostering an academic and nurturing environment to students with autism in grades K-2, and moderate to severe learning challenges in grades 4-8, a Special Education Resource Program, a music program, and a grant-funded after school program.

We serve a demographic similar to that of our city, with 88% of our students are Hispanic, 5% Caucasian, 3% African American, 2% American Indian, 2% Asian/Other. Approximately eight different languages are spoken by our students' families; with 67% representing Spanish, 28% representing English and 5% making up other languages. Our English Learner (EL) population represents 409 (44%) of our student body; 206 (56%) of ELLs are reclassified. There are 14 different languages spoken by Henry EL students, with approximately 395 of the EL students' primary language being Spanish (96%). Based on the California Dashboard, 88% of our families are socioeconomically disadvantaged making Henry eligible for Title 1 funding and the recipients of free breakfast and lunch program.

We have approximately 70 staff members, including 36 teachers. Support staff include one Instructional Coach, one Counselor, one Bilingual Assistant, eight Special Education Assistants, and two Preschool Assistants. Additional staff include a two-person Administrative Team, Office Staff, Custodial Crew, Library Media Assistant, Parent Liaison, Kitchen Staff, two Campus Security and approximately 8 Noon Duty staff. Henry is a neighborhood school with students living in walking distance. Although, many do walk to school, several are bussed, or driven.

The staff at Henry strive to provide the best learning opportunities for our students and their families. As a Professional Learning Community (PLC), we are constantly revisiting our Mission, Vision, Values and Goals in the effort of being collaborative with all stakeholders involved in the education of the student we serve. Aligned with our district's goals of preparing college and career ready student, our school offers three pathways to our middle schoolers: AVID (Advancement Via Individual Determination), PLTW (Project Lead the Way), and SkillsUSA. Finally, we integrate PBIS (Positive Behavior Intervention and Support) to support students' learning behaviors, general wellbeing and daily attendance.

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.

As a new administrator assigned to Henry, I was impressed by all the work already implemented on campus. It was a well-oiled machine that ran itself. After studying the SPSA documentation presented for the last 3-year cycle, I was able to identify the school's top 3 priorities, or goals set out for Henry. Interestingly enough, they continue to be circumvented in the current areas of focus. While Student Achievement remains at the top of the list, it was prevalent that survey and observational findings addressed a need to concentrate on other areas: student to student relationships (bullying amongst middle schoolers), communication (lack of Spanish speakers to address parents), professional development and parent training, staffing, continued funding for maintenance and licensing agreements, understanding instructional shifts and depth of knowledge application, and finally, implementing more mathematical practices within instruction... or in conclusion: Relationships, Professional Development/Training, and Operations.

While the bulk of the Title 1 funds, for example, were earmarked for Instructional Materials/Resources or Support (Staffing), and Licensing Agreements, a small percentage of funding was allocated to build relationships with parents, or just the adults in general.

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?

Implemented: Several strategies as described in the 2016-17 SPSA plan were fully implemented; teachers met regularly and collaborated about student progress; administrators conducted monthly walkthroughs to provide instructional feedback for teachers. Professional Learning Communities (TCTs) worked together to establish SMART goals. Academic Conferences were conducted where coaches and administrators collaborated with teachers to identify students in need of enrichment and intervention. Instructional Coach provided one on one feedback and coaching where need was warranted. Multiple measures were used for grade reporting (i.e. projects, performance tasks, assignments and assessments). Units of Study were implemented in all grade levels. Henry continued their commitment to providing college and career programs at the middle school sector: AVID, PLTW, and SkillsUSA. A Parent Liaison was hired to improve parent training and improve communication. An after-school intervention program, and the use of the SAP process to identify students at risk were also implemented.

Partially Implemented: Other programs used, but not fully implemented to assist academic progress were Chief Executive Functions and activities to facilitate PBIS domains. Some technology assisted curriculum: Lexia, Reading Plus, ST Math, Imagine Learning were also partially implemented. Several surveys and observational findings suggested that most people were not using these programs. Furthermore, one activity pertaining to an Instructional Round was conducted without follow through. Evidence of tracking the creation of and implementation of common assessments needs further investigation. PBIS activities targeting behavior

and attendance as well as identifying which instructional strategies are effective when and where, need further consideration. Communication via other medians were proposed, but little data supports that these played a role in student achievement or ever implemented. Other than a principal's newsletter, staff/site council meetings, other evidence of parent conferences or teacher web pages was lacking. ELD instruction was provided daily in grades k-8, however not to fidelity.

Modifications: Upon joining the Henry family, several attempts to differentiate and provide specific support for student achievement was noted. Each 5th grade teacher decided to teach a subject matter of strength. Students were grouped according to MAP reading scores, posing a compromise or possibility a drop-in students' math performance. The use of a paraprofessional targeting ELL emerging levels was assigned to work with students in the lower grades. Counselor services and instructional coaching were increased to full time. A final survey to continue or not continue with some programs were conducted: Lexia, Reading Plus and Chief Executive Functions. Chief Executive Functions will not be funded due to less than 25% participation rate.

Barriers: Based on the California Dashboard, current SBAC data show more than **80%** of Henry students **not meeting standards** in the areas of language, reading and math. Approximately 44% of Henry students are identified as limited English proficient; approximately 9% of them are identified as LTELs. No intervention classes were offered in grades 4-8. ELD designated instruction was inconsistent. In grades 7 & 8 ELL students were not enrolled in other programs i.e. PLTW, SkillsUSA and AVID. Partial or inconsistent implementation of PBIS activities were also noted.

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

Effective strategies/activities that improved student achievement:

1. teacher collaboration through TCTs;
2. analyzing student performance data in different settings: TCT, leadership, and vertical teams,
3. setting grade level SMART goals
4. team teaching/coaching
5. implementation of UOS
6. creating common, formative assessments
7. parent empowerment & involvement

Evidence:

1. collaboration notes
2. leadership/data team notes
3. smart goal worksheets
4. coaching logs
5. pre/post or performance task assessments reports aligned with UOS in Illuminate
6. student conference notes as documented by administrators and counselor
7. parent training sign ins, agenda, minutes, parent conference sign ins

Ineffective or minimally effective strategies/activities that improved student achievement

1. implementing multi-tiered systems of support to target academics and behaviors- not continuously or consistently implemented
2. parent conferences- language barriers between teachers and parents exist; not all people that can provide translations are compensated or can be compensated; parent didn't show up for conference.
3. linking school and home learning- only conducted in a couple of grade levels: kinder and third
4. PBIS
5. counseling- issues that arise may need a higher level of clinical intervention and services
6. technology assisted curriculum- there's no data supporting how ST math, lexia, imagine learning is impacting student achievement
7. step up- only 12% are welcomed to attend; compared to other schools, it's a small percentage; how are we aligning the effort of academic hour and after school with daily smart goals and instructional strategies?
8. intervention teacher- discontinued at district level
9. bilingual assistance- can only work with emergent ELLs and there's only 1 person at 3 ½ hours.
10. action walks to monitor programs and strategies

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?

In the past, SSC members assisted in the analysis of student achievement data, discipline data, safety (PBIS and the student behavior plan), reading through the 2015-16 SPSA and making recommendations for the 2016-17 SPSA. SSC members also participated in all aspects of budget decision making, making recommendations for personnel expenditures, equipment purchases (computers), and materials/supplies. ELPIC (former ELAC) participated by reviewing the 2015-16 SPSA, especially the English Learner section. ELPIC did not make recommendations for changes.

This year, many stakeholders at Henry continued to be involved in the drafting of the school plan. Henry Support Staff (AP, and specialists), Henry Leadership Team members and parents' input was used. Data Summit slide was presented to the staff, SSC and ELAC members to paint the picture of where we are. The progressive, or "in the works" plan was read and reviewed at a SSC and ELAC allowing the members to provide input or revise/edit the plan.

SSC and ELAC Minutes reflect the approval of the plan being a work in progress.

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?

2016-17 Goals:

Based on the goals set for 2016-17, the language used to determine how or whether or not the goals were met was questionable. It was stated, “By July, 2017, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the SBAC is that of 179 students with 29% proficient.” Is the data we’re using correct, or is it inflated? How many students were actually proficient at the time the goal was set? Were these students identified for tracking purposes? There’s no way to really tell if we met our goals based on the SMART goals proposed in the previous years. The numbers may be skewed one way or other since 10% growth of an undetermined baseline could shift amongst the participants. Furthermore, based on the California Dashboard, approximately 16% of our students met standards in both ELA and Math; Leaving more than 80% of our students not meeting standards, or in the “RED.”

Goals Met:

According to the CA Dashboard, and based on 984 students enrolled, our overall Chronic Absenteeism rate was 12.8% with American Indian and White subgroups having the most reported absences or 29.4% each. While Henry’s absences need to improve, other state indicators need significant improvement.

Goals Not Met:

1. Suspension Rate While there was an overall increase of suspensions by 0.8%, data showed that there was a significant increase in several subgroups: African American (+17%), Asian (+11%) and White (+7%).
2. English Language Arts (3-8) 559 students were assessed with 80% of the students being below level 3 or YELLOW. There was a 12-point decline from the previous assessment cycle.
3. Math (3-8) 555 students were assessed with 89% of the students being below level 3, or YELLOW. There was a 13-point decline from the previous assessment cycle.

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.

1. gradual student academic progress in grades 5th, 7th and kinder, for Reading and First, 5th and Kinder for Math based on MAP assessment.
2. increase of Reclassification rate for ELLs
3. implementation of AVID, PLTW and SkillsUSA programs in grades 7 & 8; by 3rd year cycle K-8 implementation in AVID
4. parent empowerment & involvement efforts-
 - ptsa activities
 - acquisition of English through Rosetta Stone and evening classes
 - other trainings through ELAC,
 - workshops & Guest presentations via Parent Coffee Hours,

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 LCFF Evaluation Rubrics (California School Dashboard), Henry has several indicators falling in the RED or ORANGE performance categories:

1. **Very High Suspension Rate:** Primarily within our African American, White and Asian subgroups with a increase of 17%, 11%and 7% respectively. We are in the RED. **We need to significantly decrease our suspension rates to be between 0.3% to less than 1%.** This year, we have been actively monitoring and adjusting discipline responses. We continue to make an effort in the implementation of Positive Behavior and Intervention Supports (PBIS) framework to include significant training to teachers, and staff. We have yet to develop a discipline toolkit, and fully implement the use of evidence-based practices to address student behaviors and adult responses and interactions, such as restorative justice/practice. In summary, we are still working towards repairing relationships on campus; Build a sense of community we’re not hitting the tenets of our mission/vision if we don’t get along.
2. **ELA-** 80.7% of our students did not meet standards in ELA. We decreased by 12% points; thus we’re in the RED in this indicator. We need to significantly increase 15% points to regain what we lost and have an increase. By doing so, we’d be in the ORANGE. If we were to move 10% of our below standard population to be performing at or above standard, we should be in the YELLOW. This would a huge jump within one year, therefore, we estimate this possible success rate for the following 2 years.
3. **Mathematics-** We need to narrow the achievement gap in mathematics also. Currently, 89.5% of our students did not meet standards in math. We decreased by 13% points; thus, we’re in the ORANGE in this indicator due to state configurations being different in the matrix calculations. We need to significantly increase 13% points to regain what we lost and have an increase. By doing so, we’d be in the ORANGE. If we want to move to the YELLOW range, our scores would have to increase 16% points.
4. **ELL-** According to the data, we are in the medium range or ORANGE for ELL performance on the CELDT. 135 students advanced, 22 maintained. We experienced a 4.6% decrease in an overall

English Language acquisition. We need to have an increase by less than 1.5% to move to YELLOW. If we increase more than 1.5 %, we will be in the GREEN.

- **Our goals are to narrow the achievement gap, primarily in the upper grades. We need to increase direct instruction in classrooms since rigor is missing and provide differentiation or strategic (t2/t3) intervention.**
- **We need to celebrate ELL successes, however, we need to continue monitoring our Itels, since we currently have a large number of ELL in grades 6-8.**
- **We need to decrease our suspension rate significantly.**

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?

According to the California School Dashboard, there is a significant academic gap in both ELA and Math.

Academic ELA Indicator:

In this indicator, “All Students” is designated as “Red”. Six student subgroups met the performance gap criteria (“Red”) and they are English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, American Indian, and Hispanic. In the general education setting, professional development is provided to teachers specifically in differentiated instruction as these practices help to provide adjusted instruction to various level of students. SUSD has vastly improved the Units of Study to “exemplary” status. These Units of Study are a framework that provides teachers to naturally differentiate instruction and provide instruction in a manner that is engaging and relevant to students. In addition, assessments are being revised to align with the Units of Study to provide real-time feedback on student mastery to reinforce exceptional first teaching and areas for re-teaching. SUSD provides coaching to teachers to aid in improving instructional practices that support student engagement and achievement. The district also provides Students with Disabilities who are in need of additional supports with increased access to learning centers at various levels at approximately 80 percent of school sites, increased interventions supports, and accommodations to support learning in a classroom setting.

Academic Math Indicator: In this indicator, “All Students” is designated as “Yellow”. Only one student subgroup met the performance gap criteria and they are Students with Disabilities (“Red”). In addition to the general education setting, the district also provides Students with Disabilities who are in need of additional supports with increased access to learning centers at various levels at approximately 80 percent of school sites, increased interventions supports, and accommodations to support learning in a classroom setting

Areas of Focus: Reading

Eighth, Sixth, Third, First, Fourth, Second, Kinder, Seventh, Fifth
 8 6 3 1 4 2 K 7 5

Areas of Focus: Math

Eighth, Seventh, Fourth, Third, Sixth, Second, Kinder, Fifth, First
 8 7 4 3 6 2 K 5 1

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.

This year, and under new management, the plan was developed with parent, staff and teacher participation. The SPSA campaign was shared with teachers through Academic Conferences, and staff meetings. Parents previewed the plan at ELAC and SSC. The SPSA plan was shared with all stakeholders for input. Their input was welcomed through bulletin and email reminders.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide professional learning opportunities and support for teachers through conferences, trainings, coaching, focusing on strategies such as A-Z, AVID, EL, PLC, etc.	# of PD sessions attended #of conferences attended #of teachers coached #of observations #of teachers training other teachers.	Quarterly	\$53,602 (Salaries/Benefits) \$31,711 (Teacher Substitute Pay) \$3,000 (Teacher Additional Comp) \$1,200 (Conferences)	Title I LCFF	19101 19500 11500 11700
1.2 Academic Student Achievement	Provide supplemental materials and resources to support core instruction such as intervention programs (e.g., IXL, Hapara, GO Formative, etc.), project materials (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (e.g. printers, projectors, doc camera, interactive monitors, etc.)	Student Usage Teacher Usage	Monthly	\$134,004 (Salary/Benefits) \$7,672 (Equipment) \$10,000 (License Agreement) \$65,132 \$2,623 (Instructional Materials) \$1,500 (Duplicating) \$10,000 (Maintenance Agreement) \$3,000 (Equipment Repair)	Title 1 LCFF	19101 43110 44000 57150 56590 56530 58450
1.3 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs and supports (e.g. Newsela, IXL, AR, Lexia, Reading Plus, Latino Literacy, Library Media etc.), level books (in classroom and at home), and in an atmosphere that is conducive to literacy.	# of classes scheduled to use the library # of student taking AR tests # of student showing growth # of students using programs on an ongoing basis. # of students participating in Latino Literacy	Monthly	\$17,621 (Salary/Benefits) \$1,918 (Books) \$11,440 (License Agreement)	Title 1 LCFF	24101 42000 44000 58450

<p>1.4 Student Intervention</p>	<p>To provide EL students with supports through progress monitoring, small group instruction, Bilingual Instructional Assistant, etc.</p>	<p># of students serviced # of students making growth # of students reclassified # of EL students monitored # of EL students assessed (initial) # of EL students reassessed</p>	<p>Trimester</p>	<p>\$51,377 (Salaries/Benefits)</p>	<p>Title 1 LCFF</p>	<p>21101</p>

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Provide professional learning opportunities and support for teachers through conferences, trainings, coaching, focusing on strategies such as A-Z, AVID, EL, PLC, etc.	# of PD sessions attended #of conferences attended #of teachers coached #of observations #of teachers training other teachers.	Quarterly	\$53,602 (Salaries/Benefits) \$31,711 (Teacher Substitute Pay) \$3,000 (Teacher Additional Comp) \$1,200 (Conferences)	Title I LCFF	19101 19500 11500 11700
2.2 Academic Student Achievement	Provide supplemental materials and resources to support core instruction such as intervention programs (e.g., IXL, Hapara, GO Formative, etc.), project materials (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (e.g. printers, projectors, doc camera, interactive monitors, etc.)	Student Usage Teacher Usage	Monthly	\$134,004 (Salary/Benefits) \$7,672 (Equipment) \$10,000 (License Agreement) \$65,132 \$2,623 (Instructional Materials) \$1,500 (Duplicating) \$10,000 (Maintenance Agreement) \$3,000 (Equipment Repair)	Title 1 LCFF	19101 43110 44000 57150 56590 56530 58450
2.3 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs and supports (e.g. Newsela, IXL, AR, Lexia, Reading Plus, Latino Literacy, Library Media etc.), level books (in classroom and at home), and in an atmosphere that is conducive to literacy.	# of classes scheduled to use the library # of student taking AR tests # of student showing growth # of students using programs on an ongoing basis. # of students participating in Latino Literacy	Monthly	\$17,621 (Salary/Benefits) \$1,918 (Books) \$11,440 (License Agreement)	Title 1 LCFF	24101 42000 44000 58450

<p>2.4 Student Intervention</p>	<p>To provide EL students with supports through progress monitoring, small group instruction, Bilingual Instructional Assistant, intersession, extended day/year, etc.</p>	<p># of students serviced # of students making growth # of students reclassified # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of ELL students # of ELL levels</p>	<p>Trimester</p>	<p>\$51,377 (Salaries/Benefits) \$TBD (Salary/Benefits - 3.5 FTE Bilingual Assist & 1 FTE EL Specialist)</p>	<p>LCFF</p>	<p>12151</p>
-------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------------------------------------------	-------------	--------------

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
<p>3.1 Academic Student Achievement</p>	<p>Provide professional learning opportunities and support for teachers through conferences, trainings, coaching, focusing on strategies such as A-Z, AVID, EL, PLC, etc.</p>	<p># of PD sessions attended #of conferences attended #of teachers coached #of observations #of teachers training other teachers.</p>	<p>Quarterly</p>	<p>\$53,602 (Salaries/Benefits) \$31,711 (Teacher Substitute Pay) \$3,000 (Teacher Additional Comp) \$1,200 (Conferences)</p>	<p>Title I LCFF</p>	<p>19101 19500 11500 11700</p>
<p>3.2 Academic Student Achievement</p>	<p>Provide supplemental materials and resources to support core instruction such as intervention programs (e.g., IXL, Hapara, GO Formative, etc.), project materials (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology</p>	<p>Student Usage Teacher Usage</p>	<p>Monthly</p>	<p>\$134,004 (Salary/Benefits) \$7,672 (Equipment) \$10,000 (License Agreement) \$65,132 \$2,623 (Instructional Materials) \$1,500 (Duplicating) \$10,000</p>	<p>Title 1 LCFF</p>	<p>19101 43110 44000 57150 56590 56530 58450</p>

	(e.g. printers, projectors, doc camera, interactive monitors, etc.)			(Maintenance Agreement) \$3,000 (Equipment Repair)		
3.3 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs and supports (e.g. Newsela, IXL, AR, Lexia, Reading Plus, Latino Literacy, Library Media etc.), level books (in classroom and at home), and in an atmosphere that is conducive to literacy.	# of classes scheduled to use the library # of student taking AR tests # of student showing growth # of students using programs on an ongoing basis. # of students participating in Latino Literacy	Monthly	\$17,621 (Salary/Benefits) \$1,918 (Books) \$11,440 (License Agreement)	Title 1 LCFF	24101 42000 44000 58450
3.4 Student Intervention	To provide EL students with supports through progress monitoring, small group instruction, Bilingual Instructional Assistant, intersession, extended day/year, etc.	# of students serviced # of students making growth # of students reclassified # of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of ELL students # of ELL levels	Trimester	\$51,377 (Salaries/Benefits) \$TBD (Salary/Benefits - 3.5 FTE Bilingual Assist & 1 FTE EL Specialist)	LCFF	12151

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 and teachers with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS counseling, structured student engagement activities (e.g. Math Olympiad, SkillsUSA, PLTW, etc.), etc.	#of students #of teachers #of engagement activities surveys and forums	Quarterly	\$25,137 (Salaries/ Benefits) \$120 (Pupil Fees) \$6,400 (Consultants - Instructional)	Title 1 LCFF	12151 58920 58100

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students and teachers with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS counseling, structured student engagement activities (e.g. Math Olympiad, SkillsUSA, PLTW, etc.), etc.	#of students #of teachers #of engagement activities surveys and forums	Quarterly	\$25,137 (Salaries/ Benefits) \$120 (Pupil Fees) \$6,400 (Consultants - Instructional) \$TBD (Salary/Benefits - .5 FTE Assistant Principal, 1 FTE Counselor)	Title 1 LCFF	12151 58920 58100

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students and teachers with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS counseling, structured student engagement activities (e.g. Math Olympiad, SkillsUSA, PLTW, etc.), etc.	#of students #of teachers #of engagement activities surveys and forums	Quarterly	\$25,137 (Salaries/ Benefits) \$120 (Pupil Fees) \$6,400 (Consultants - Instructional) \$TBD (Salary/Benefits - .5 FTE Assistant Principal, 1 FTE Counselor)	Title 1 LCFF	12151 58920 58100

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 by engaging them in their student's learning such as parent conferences, communication, after school academic focused activities, etc.	# of parents contacted # of meetings coordinated # of parents attending # of student led conference # of students making academic growth # of parents attending parent/teacher conferences # of parents training	Trimester	\$82,000 (Salaries/Benefits) \$1,262 (Additional Comp/Hourly) \$250 (Instructional Materials) \$828 (Non-Instructional Materials) \$1,813 \$39 (Parent Meeting)	Title 1 LCFF	29800 43110 43200 43400

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them by engaging them in their student's learning such as parent conferences, communication, after school academic focused activities, etc.	# of parents contacted # of meetings coordinated # of parents attending # of student led conference # of students making academic growth # of parents attending parent/teacher conferences # of parents training	Trimester	\$82,000 (Salaries/Benefits) \$1,262 (Additional Comp/Hourly) \$250 (Instructional Materials) \$828 (Non-Instructional Materials) \$1,813 \$39 (Parent Meeting)	Title 1 LCFF	29800 43110 43200 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
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them by engaging them in their student's learning such as parent conferences, communication, after school academic focused activities, etc.	# of parents contacted # of meetings coordinated # of parents attending # of student led conference # of students making academic growth # of parents attending parent/teacher conferences # of parents training	Trimester	\$82,000 (Salaries/Benefits) \$1,262 (Additional Comp/Hourly) \$250 (Instructional Materials) \$828 (Non-Instructional Materials) \$1,813 \$39 (Parent Meeting)	Title 1 LCFF	29800 43110 43200 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
Tiffany Lupian	2016	2018				X
Stephanie Monterosa	2016	2018				X
Camelia Bernal	1/18	1/20				X
Fatima Mejia	1/18	1/20				X
Marta Sanchez-Palomino	1/18	1/20				X
Vivian Diaz	10/17	10/19		X		
Jeannine Manka	10/17	10/19		X		
Nereyda Merlos	10/17	10/19			X	
Sherri Ulmer	10/17	10/19		X		
Dara Dalmau	8/17		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: HENRY 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			3,000		\$ 3,000.00	Goal 1 - 1
11700	Teacher - Substitute			31,711		\$ 31,711.32	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
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					\$ -	
29800	Additional Comp/Hourly		1,262			\$ 1,262.00	Goal 3 - 1
						\$ -	
	TOTAL PERSONNEL COST		\$ 1,262.00	\$ 88,313.32	\$ -	\$ 89,575.32	
Books & Supplies							
42000	Books			1,918		\$ 1,918.00	Goal 1 - 3
43110	Instructional Materials		250	65,249		\$ 65,499.00	Goal 3 - 1; Goal 1 - 2
43200	Non-Instructional Materials		828			\$ 828.00	Goal 3 - 1
43400	Parent Meeting		1,852			\$ 1,852.00	Goal 3 - 1
44000	Equipment			7,672		\$ 7,672.00	Goal 1 - 2
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,930.00	\$ 74,839.00	\$ -	\$ 77,769.00	
Services							
57150	Duplicating			1,500		\$ 1,500.00	Goal 1 - 2
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			10,000		\$ 10,000.00	Goal 1 - 2
56530	Equipment Repair			3,000		\$ 3,000.00	Goal 1 - 2
52150	Conference			1,200		\$ 1,200.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			21,440		\$ 21,440.00	Goal 1 - 2; Goal 1 - 3
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees			120		\$ 120.00	Goal 2 - 1
58100	Consultants-instructional			6,400		\$ 6,400.00	Goal 2 - 1
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 43,660.00	\$ -	\$ 43,660.00	
	Total		\$ 4,192.00	\$ 206,812.32	\$ -	\$ 211,004.32	
	Differential		-	(0)		(0)	
	2016-17 Carryover		39	56,214		56,253	
	Revised 2017-18 Allocation		4,153	150,598		154,751	
			4,192	206,812		211,004	

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

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute				\$ -	
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		134,004		\$ 134,004.00	Goal 1 - 2
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		51,377		\$ 51,377.00	Goal 1 - 4
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 3
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
	Parent Liason		82,000		\$ 82,000.00	Goal 3 - 1
	TOTAL PERSONNEL COST		\$ 310,139.00	\$ -	\$ 310,139.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		2,623		\$ 2,623.00	Goal 1 - 2
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 2,623.00	\$ -	\$ 2,623.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ -	\$ -	\$ -	
	Total		\$ 312,762.00	\$ -	\$ 312,762.00	
	Differential		-		-	
	Allocations		312,762		312,762	