



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Dolores Huerta Elementary School
Address:	1644 South Lincoln Street
CDS Code:	6118871
District:	Stockton Unified School District
Principal:	Valerie Standridge
Revision Date:	December 14, 2017
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:	Valerie Standridge
Position:	Principal
Phone Number:	209-933-7220
E-mail Address:	vstandridge@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.....	11
SECTION III: STAKEHOLDER OUTREACH	12
Stakeholder Involvement.....	12
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	13
Strategic Planning Details and Accountability	13
LCAP Goal 1: Student Achievement.....	13
Strategic Area of Focus	13
LCAP GOAL 2: Safe and Healthy Learning Environments	23
Strategic Area of Focus	23
LCAP Goal 3: Meaningful Partnerships	27
Strategic Area of Focus	27
Section V: School Site Council Membership	32
Section VI: Budget Allocation Spreadsheets	33

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 Laura Michel _____
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 December 14, 2017.

Attested:

Valerie Standridge

Typed Name of School Principal

Valerie Standridge

Signature of School Principal

March 13, 2018

Date

Cindi Kromann

Typed Name of SSC Chairperson

C. Kromann

Signature of SSC Chairperson

March 13, 2018

Date

Mission

Insert the school site's mission.

Our mission at Huerta school is to prepare all students to be college and career ready through rigorous education. We strive to create problem solvers who are independent thinkers and productive members of society.

Vision

Insert the school site's vision.

Our vision at Huerta is to provide a high level of instruction by maintaining consistency to the standards in a positive, safe, and respectful learning environment.

School Site Story

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

Huerta Elementary serves over 522 students in grades K-8. Huerta School is one of five K-8 schools that comprise Zone B within 42 TK-8 schools in our District. Huerta is situated next to one of the four comprehensive high schools.

Huerta is proud of its population which includes approximately 3% African American, 1.5% American Indian, 3% Asian, 4% Filipino, 85% Latino, less than .5% Pacific Islander, 2% Two or More Races, and 1% White students.

Our English Learner (EL) population represents 110 (21%) of our student body, 0 are Initial Fluent English Proficient, and 7 were Reclassified Fluent English Proficient (6%) this school year. There are 8 different languages spoken by Huerta EL students, with 93 of the EL students' primary language being Spanish (85%).

In addition, 100% of our students in the 2017-18 school year qualified for free/reduced meals.

In school year 2016-2017, Huerta Elementary was certified in AVID for both their elementary and secondary programs. The employees have focused on training related to AVID as well as Professional Learning Communities (PLC) in order to best serve the needs of the students. The school created a system of additional collaboration time using a PLC model where teachers are able to identify students' needs and address them together as a community through reteaching, flexible groupings, and creating common formative assessments. 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. 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.

Through the ongoing implementation of the Multi-Tiered System of Supports (MTSS) model Huerta has a system in place that quantifies our belief that all students can learn, that all English Learners can learn English, and that all students can leave our school prepared for high school.

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.
- Identify the top priorities of the current SPSA. (No more than 2–3.)
 - Increase student achievement in English Language Arts through professional development and collaboration
 - Increase student achievement in Math through professional development and collaboration
- Identify the major expenditures supporting these priorities.
 - Instructional Coach
 - Assistant Principal
 - Conferences
 - Substitutes

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?

Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Professional Development & Conference for teachers around Differentiation, Math and PLC's
- Support Staff: Instructional Coach and Program Specialist all support our top priorities
- Implementation of Instructional Rounds
- Differentiated instruction with Read Naturally
- Technology programs
- SAP/Care Team process
- Positive Behavior Intervention System
- School Site Council
- ELPIC
- Parent Coffee Hour

Strategies that were not fully implemented:

- Grouping ELD students strategically by performance level
- MTSS reteaching
- Data-based collaboration
- Differentiated Instruction

Barriers include:

- Three new teachers
- One teacher gone all year with a substitute
- One new Instructional Specialist that was new to the district

Strategies that were not implemented:

- AMPT (Academic Meetings with Parent & Teachers) 3 times a year
- Instead of Parenting Partners we opted to provide parents with CAPC Child Abuse Prevention training which assisted parents with positive parenting skill.

Barrier:

- Training
- Money
- Time

Impact:

- Our tier 2 was not as strong as it could have been due to inexperience by new or substitute teachers.

Data:

- ELD students were grouped in CELDT levels 1-5 within their grade level.
- Administrative visits during targeted reteaching time.
- Data-based collaboration notes of how time was used
- Administrative visits focused on differentiated instruction.

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

- Assistant Principal-Teachers are supported in the Positive Behavior strategies such as: high-risk student check-ins; behavior monitoring; and other restorative practices which help to keep students in class.
- Weekly collaboration during the school day in grade level clusters while students are at PE and library to allow teachers to plan for more effective MTSS during the day.
- Having flexible grouping for MTSS.

Evidence

- High performing groups that reviewed and used data consistently to modify instruction and have flexible grouping for MTSS showed the most growth throughout the year and on SBAC.

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

- Common Formative Assessment training. We had already implemented much of what was trained on and needed something more to move us along.

Evidence

- No new learning. We needed training that was site specific.

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?

Involvement/Governance

- At the beginning of the year the SSC is provided training on their roles and responsibilities. Our school data is presented to the SSC along with strategies and interventions that we have put in place. The SSC provides feedback and guidance on our action plan. This information is entered into our school plan and presented formally to the SSC during the middle of the school year. Again, the SSC provides feedback and changes are made if necessary.
- The ELAC is presented the data along with strategies and interventions that are part of our action plan. The ELAC is given the opportunity to provide feedback, which is presented to the SSC and included in the school plan. The formal presentation of the school plan is presented jointly to SSC and ELAC.
- The school plan was formally monitored a minimum of three times throughout the year:
 - Beginning of the year, upon release of SBAC scores.
 - Mid-year for our Cabinet Planning Session and presentation to SSC
 - End of year, to plan for the upcoming school year.
 - Calendaring set months, specifically to review and monitor the plan with stakeholders.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Goals in the current SPSA that were met.

- 60% of students met their target growth in MAP in Math.
- 55% of students met their target growth in MAP in ELA.
- Our parent engagement goal was met. Based on attendance of ELPIC meetings, coffee hour and assemblies, more parents were involved in school activities.
- We improved our reclassification rate from 5.0% to 11.2%. Students continue to move across proficiency bands.

Goals in the current SPSA that were not met, or were only partially met.

- We did not meet our reading target of 5% increase of the percentage of students who did not pass from the previous year based on MAP
- We did not meet our reading target of 5% increase of the percentage of students who did not pass from the previous year based on MAP
- Over the past three years, our reclassification rates have decreased from 13.4% to 11.2%.

Based on this information, what might be some recommendations for future steps to meet this goal?

- We want to continue the growth made in English Language development and Literacy by implementing lesson study practice within our Professional Learning Communities.
- Implement a clear system for identifying students and refine our Multi-Tiered System of Support.
- Continue weekly PLC meetings that focus on raising student achievement.
- Work to implement align math practices and strategies used as first teaching.
- Provide targeted PD on classroom instructional practices.

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.

On all of the state indicators, we moved in a positive direction making gains. The highest gains were made with the English learners progress where they have increased significantly. We plan to focus in on the individual needs of our English learners in order to better serve the differing needs of each student as they progress towards proficiency. With the new ELPAC test we hope to provide teachers with the training necessary to help them understand the test and as well as how ELD instruction should occur in the classroom to help them be successful. We will partner with the LDO office to provide teachers with more English learner strategies.

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?

Huerta school have no state indicators that fall into the red or orange category. We will strive to continually to make growth in English Language Arts and Mathematics each year. This will include continuous professional development in ELA and Math research-based strategies to use in the classroom.

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?

Huerta school’s state indicators for English Language Arts and Mathematics, all students groups are all within one performance level below the all students performance. The suspension indicator is the only state indicator where two sub groups fall more than two performance levels below the all students performance level. The sub groups of Asian and African American were the two sub group outliers. Analyzing the data, we saw that the percentage rate increased not because we were suspending more students, but because the total number of students enrolled in those sub groups decreased within the year. The actual number of students were the same both years.

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 developed by the team along with school leadership members. The ELAC committee reviewed and was encouraged to give input. School Site Council reviewed on own time before coming back to the meeting to discuss considerations and changes before approving a final version of the document.

Huerta Leadership: December 4, 2017

School Site Council: December 7, 2017; December 14, 2017

ELAC: December 13, 2017

SPSA Planning Team: November 27-December 1, 2017

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	To provide students with resources and supports to increase writing proficiency using AVID notetaking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly			
1.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, etc.), improve basic math computation and word problems (e.g., fluency and accuracy, etc.) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students, etc.) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g.,	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks # of students using the reading program # of students at specified Lexile level # of students who made growth or increased by 1 or more Lexile levels Data from math programs	Monthly	\$30,000 (Books) \$14,000 (License Agreement) \$5,000 (Additional Comp/Hourly - Bilingual Assist)	Title I LCFF	42000 58450 21500

	Read Naturally, Mac & Tab Reading, etc.), etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).					
1.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly			
1.4 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction such as co-plan/co-teach, demo lessons in the classroom, observation/feedback, Instructional Rounds, lesson studies, attending site based and out of district training/conferences (e.g., PLC, AVID, MTSS, etc.), data analysis, academic conferences, extended collaboration, etc. focusing on evidenced based, instructional practices across all content areas.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Monthly	\$10,000 (Teacher Additional Comp) \$10,000 \$15,000 (Teacher Substitute Pay) \$53,602 \$65,752 (Salary/Benefits) \$30,000 \$25,000 (Conference)	Title I	11500 11700 19101 13201 52150

<p>1.5 Academic Student Achievement</p>	<p>Supplemental materials and resources to augment the core instruction/Units of Study (UoS), project-based materials/supplies (e.g., agenda planners, binders, dividers, pencil pouches, binder paper, etc.), technology (e.g. monitors, projectors, interactive TVs, etc.)</p>	<p>Teacher Technology Usage Student Technology Usage</p>	<p>Trimester</p>	<p>\$8,618 \$20,000 (Instructional Materials) \$1,399 \$4,000 (Non- Instructional Materials) \$17,400 (Equipment) \$3,300 (Maintenance Agreement)</p>	<p>Title I</p>	<p>43110 43200 44000 56590</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	To provide students with resources and supports to increase writing proficiency using AVID notetaking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly			
2.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, etc.), improve basic math computation and word problems (e.g., fluency and accuracy, etc.) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students, etc.) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g.,	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks # of students using the reading program # of students at specified Lexile level # of students who made growth or increased by 1 or more Lexile levels Data from math programs	Monthly	\$30,000 (Books) \$14,000 (License Agreement) \$5,000 (Additional Comp/Hourly - Bilingual Assist)	Title I LCFF	42000 58450 21500

	Read Naturally, Mac & Tab Reading, etc.), etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).					
2.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly			
2.4 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction such as co-plan/co-teach, demo lessons in the classroom, observation/feedback, Instructional Rounds, lesson studies, attending site based and out of district training/conferences (e.g., PLC, AVID, MTSS, etc.), data analysis, academic conferences, extended collaboration, etc. focusing on evidenced based, instructional	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Monthly	\$10,000 (Teacher Additional Comp) \$10,000 \$15,000 (Teacher Substitute Pay) \$53,602 \$65,752 (Salary/Benefits) \$30,000 \$25,000 (Conference)	Title I	11500 11700 19101 13201 52150

	practices across all content areas.					
2.5 Academic Student Achievement	Supplemental materials and resources to augment the core instruction/Units of Study (UoS), project-based materials/supplies (e.g., agenda planners, binders, dividers, pencil pouches, binder paper, etc.), technology (e.g. monitors, projectors, interactive TVs, etc.)	Teacher Technology Usage Student Technology Usage	Trimester	\$8,618 \$20,000 (Instructional Materials) \$1,399 \$4,000 (Non- Instructional Materials) \$17,400 (Equipment) \$3,300 (Maintenance Agreement)	Title I	43110 43200 44000 56590

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	To provide students with resources and supports to increase writing proficiency using AVID notetaking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly			
3.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, etc.), improve basic math computation and word problems (e.g., fluency and accuracy, etc.) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students, etc.) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g.,	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks # of students using the reading program # of students at specified Lexile level # of students who made growth or increased by 1 or more Lexile levels Data from math programs	Monthly	\$30,000 (Books) \$14,000 (License Agreement) \$5,000 (Additional Comp/Hourly - Bilingual Assist)	Title I LCFF	42000 58450 21500

	Read Naturally, Mac & Tab Reading, etc.), etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).					
3.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Monthly			
3.4 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction such as co-plan/co-teach, demo lessons in the classroom, observation/feedback, Instructional Rounds, lesson studies, attending site based and out of district training/conferences (e.g., PLC, AVID, MTSS, etc.), data analysis, academic conferences, extended collaboration, etc. focusing on evidenced based, instructional	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Monthly	\$10,000 (Teacher Additional Comp) \$10,000 \$15,000 (Teacher Substitute Pay) \$53,602 \$65,752 (Salary/Benefits) \$30,000 \$25,000 (Conference)	Title I	11500 11700 19101 13201 52150

	practices across all content areas.					
3.5 Academic Student Achievement	Supplemental materials and resources to augment the core instruction/Units of Study (UoS), project-based materials/supplies (e.g., agenda planners, binders, dividers, pencil pouches, binder paper, etc.), technology (e.g. monitors, projectors, interactive TVs, etc.)	Teacher Technology Usage Student Technology Usage	Trimester	\$8,618 \$20,000 (Instructional Materials) \$1,399 \$4,000 (Non-Instructional Materials) \$17,400 (Equipment) \$3,300 (Maintenance Agreement)	Title I	43110 43200 44000 56590

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Justice, PLUS program, counseling, structured student engagement activities, etc. that decrease discipline and improve attendance.	Surveys Forums/Team Discussion # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$12,569 (Salary/Benefits) \$899 (Non-Instructional Materials)	LCFF	12151 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
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Justice, PLUS program, counseling, structured student engagement activities, etc. that decrease discipline and improve attendance.	Surveys Forums/Team Discussion # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$12,569 (Salary/Benefits) \$899 (Non-Instructional Materials)	LCFF	12151 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
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Justice, PLUS program, counseling, structured student engagement activities, etc. that decrease discipline and improve attendance.	Surveys Forums/Team Discussion # of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$12,569 (Salary/Benefits) \$899 (Non-Instructional Materials)	LCFF	12151 43200

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-Academic Parent/Student/teacher Conference	Teachers will meet with parents and students at least twice each year to discuss student academic progress and current data. Teachers will have an opportunity to conference during the day with a substitute provided.	# of conference scheduled # of conference attended # of substitutes # of parents attending # of students with improved academic	Trimester	\$7,723 (Teacher Substitute Pay)	Title I	11700
1.2 Parent, Student, and School Engagement-Parenting Partners	Provide parent events such as parent meetings (e.g., Parent Coffee Hours, etc.), parent volunteering, college/career readiness events (e.g. field trips, admissions, etc.), workshops (e.g., Parenting Partners, etc.), etc. that combine parenting and leadership skills to empower parents to become vital contributors to their children's academic success. Parenting Partners focus on three critical outcomes: 1) Positive parent engagement, 2) Improved student academics, 3) Strong home learning environment.	# of parent meetings/work shops # of parents attending # of spanish speaking parents # of english speaking parents	Trimester	\$1,000 \$27 (Parent Meeting) \$399 (Non-Instructional Materials) \$1,467 (Duplicating)	Title 1	43400 43200 57250

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-Academic Parent/Student/teacher Conference	Teachers will meet with parents and students at least twice each year to discuss student academic progress and current data. Teachers will have an opportunity to conference during the day with a substitute provided.	# of conference scheduled # of conference attended # of substitutes # of parents attending # of students with improved academic	Trimester	\$7,723 (Teacher Substitute Pay)	Title I	11700
2.2 Parent, Student, and School Engagement-Parenting Partners	Provide parent events such as parent meetings (e.g., Parent Coffee Hours, etc.), parent volunteering, college/career readiness events (e.g. field trips, admissions, etc.), workshops (e.g., Parenting Partners, etc.), etc. that combine parenting and leadership skills to empower parents to become vital contributors to their children's academic success. Parenting Partners focus on three critical outcomes: 1) Positive parent engagement, 2) Improved student academics, 3) Strong home learning environment.	# of parent meetings/work shops # of parents attending # of spanish speaking parents # of english speaking parents	Trimester	\$1,000 \$27 (Parent Meeting) \$399 (Non-Instructional Materials) \$1,467 (Duplicating)	Title 1	43400 43200 57250

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement-Academic Parent/Student/teacher Conference	Teachers will meet with parents and students at least twice each year to discuss student academic progress and current data. Teachers will have an opportunity to conference during the day with a substitute provided.	# of conference scheduled # of conference attended # of substitutes # of parents attending # of students with improved academic	Trimester	\$7,723 (Teacher Substitute Pay)	Title I	11700
3.2 Parent, Student, and School Engagement-Parenting Partners	Provide parent events such as parent meetings (e.g., Parent Coffee Hours, etc.), parent volunteering, college/career readiness events (e.g. field trips, admissions, etc.), workshops (e.g., Parenting Partners, etc.), etc. that combine parenting and leadership skills to empower parents to become vital contributors to their children's academic success. Parenting Partners focus on three critical outcomes: 1) Positive parent engagement, 2) Improved student academics, 3) Strong home learning environment.	# of parent meetings/work shops # of parents attending # of spanish speaking parents # of english speaking parents	Trimester	\$1,000 \$27 (Parent Meeting) \$399 (Non-Instructional Materials) \$1,467 (Duplicating)	Title 1	43400 43200 57250

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
Valerie Standridge			X			
Simone Simmons	Sept 2017	Sept 2019			X	
Cindi Kromann	Sept 2017	Sept 2019		X		
Theresa Ginn	Sept 2016	Sept 2018		X		
Thai Teng	Sept 2016	Sept 2018		X		
Adrianna Thompson	Sept 2016	Sept 2018				X
Gabriela Garcia	Sept 2017	Sept 2019				X
Esther Luna	Sept 2017	Sept 2019				X
Maria Chavez	Sept 2016	Sept 2018				X
Diana Sainz	Sept 2017	Sept 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: HUERTA 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	
			Parent Involvement	Instructional- General	Extended Day /Year		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			-		\$ -	
11700	Teacher Substitute			17,723		\$ 17,723.00	Goal 1 - 4; Goal 3 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
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					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 71,325.00	\$ -	\$ 71,325.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			8,618		\$ 8,618.00	Goal 1 - 5
43200	Non-Instructional Materials		399	1,399		\$ 1,798.00	Goal 3 - 1; Goal 1 - 5
43400	Parent Meeting		1,027			\$ 1,027.00	Goal 3 - 1
44000	Equipment			17,400		\$ 17,400.00	Goal 1 - 5
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 1,426.00	\$ 27,417.00	\$ -	\$ 28,843.00	
Services							
57150	Duplicating		1,467			\$ 1,467.00	Goal 3 - 1
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference			30,000		\$ 30,000.00	Goal 1 - 4
59140	Telephone					\$ -	
58450	License Agreement			14,000		\$ 14,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 1,467.00	\$ 44,000.00	\$ -	\$ 45,467.00	
	Total		\$ 2,893.00	\$ 142,742.00	\$ -	\$ 145,635.00	
	Differential		-	-		-	
	2016-17 Carryover		27	38,799		38,826	
	Revised 2017-18 Allocation		2,866	103,943		106,809	
			2,893	142,742		145,635	

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

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-L-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		10,000		\$ 10,000.00	Goal 1 - 4
11700	Teacher Substitute		15,000		\$ 15,000.00	Goal 1 - 4
12151	Counselor		12,569		\$ 12,569.00	Goal 2 - 1
13201	Assistant Principal		65,752		\$ 65,752.00	Goal 1 - 4
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
21500	Additional Comp/Hourly		5,000		\$ 5,000.00	Goal 1 - 2
					\$ -	
	TOTAL PERSONNEL COST		\$ 108,321.00	\$ -	\$ 108,321.00	
Books & Supplies						
42000	Books		30,000		\$ 30,000.00	Goal 1 - 2
43110	Instructional Materials		20,000		\$ 20,000.00	Goal 1 - 5
43200	Non-Instructional Materials		4,899		\$ 4,899.00	Goal 1 - 5; Goal 2 - 1
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 54,899.00	\$ -	\$ 54,899.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		3,300		\$ 3,300.00	Goal 1 - 5
56530	Equipment Repair				\$ -	
52150	Conference		25,000		\$ 25,000.00	Goal 1 - 4
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 28,300.00	\$ -	\$ 28,300.00	
	Total		\$ 191,520.00	\$ -	\$ 191,520.00	
	Differential		-		-	
	Allocations		191,520		191,520	