

**Van Buren Elementary  
Home of the Panthers**



**2017-2020**

**Single Plan for Student Achievement (SPSA)**

**Site Strategic Plan**

<b>School:</b>	Van Buren Elementary
<b>Address:</b>	1628 East 10th Street, Stockton, CA 95206
<b>CDS Code:</b>	6042790
<b>District:</b>	Stockton Unified
<b>Principal:</b>	Keri Van de Star
<b>Revision Date:</b>	February 5, 2018
<b>District Governing Board approved:</b>	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact Person:</b>	Keri Van de Star
<b>Position:</b>	Principal
<b>Phone Number:</b>	209-933-7305
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**Contents**

**SECTION I: BACKGROUND ..... 3**

- Purpose/Intent ..... 3
- Recommendations and Assurances ..... 4
- Mission ..... 5
- Vision..... 5
- School Site Story ..... 5

**SECTION II: EVALUATION ..... 6**

- Plan Priorities ..... 6
- Plan Implementation..... 6
- Strategies and Activities ..... 7
- Involvement/Governance..... 8
- Outcomes ..... 8
- Summary of Review of Overall Performance..... 10

  - Greatest Progress..... 10
  - Greatest Needs..... 10
  - 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 ..... 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

*Maria Prozza*  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

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Signature

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Signature

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Signature

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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 5, 2018.

Attested:

Keri Vande Star  
Typed Name of School Principal

Keri Vande Star  
Signature of School Principal

3/5/2018  
Date

Joshua Montero  
Typed Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

3/5/2018  
Date

## **Mission**

Insert the school site's mission.

Our mission is to ensure a safe environment that is academically creative, challenging, and prepares students for the future.”

## **Vision**

Insert the school site's vision.

We are committed to providing our students with a safe environment where they will receive equitable learning experiences and become lifelong learners who are college and career ready.

## **School Site Story**

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

Van Buren Elementary is located in southeast Stockton and serves 555 students. Currently 93% of our students qualify for free or reduced lunch and 41% are English Learners. As of this school year, we are 1:1 with student devices and so that all students have access to technology on a daily basis. All teachers are implementing the Units of Study ELA and math curriculum as well as ST Math. The Open Court Reading program is taught in our K-2 classrooms and Imagine Learning is the intervention program utilized in our K-5 classrooms. Music and art programs are available in grades K-8 and we have several after school programs for extended learning including the Step-Up program, tutoring, and the EL Academic Hour. Teachers meet bi-weekly as Professional Learning Communities to collaborate and review student assessment data. Students have the opportunity to go on academic field trips throughout the school year including the Exploratorium, the local library, museums and courthouse, the state capitol, and various college campuses as part of our AVID program. Parents are encouraged to participate in monthly ‘Pastries for Parents’ meetings, as well as School Site Council, and ELAC. We offer a wide variety of activities for our families including Breakfast with Santa, 8th Grade Academic Parent Night, Back to School Night, Open House, a Community Fair, and a school carnival. PBIS, a monthly attendance contest, and a character program are in place school-wide to support students with the development of positive behavior, good attendance, and citizenship.

## 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.
  - ❖ PLC Implementation (focus on CFA development and effective data teams)
    - Expenditures: extra hours for teacher collaboration, Instructional Coach, conferences, subs for teachers to attend PD or collaborate
  - ❖ Multi-Tiered Systems of Support (MTSS)
    - Expenditures: bilingual instructional assistant, counselor, Valley Community Counseling Services
  - ❖ PBIS
    - Student incentives for attendance, behavior, and improved MAP scores, Valley Community Counseling Services, counselor

### *Plan Implementation*

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?
  - Fully implemented strategies include:
    - Accelerated Reader implementation in grades 1-8 and providing recognition and incentives for students
    - Instructional coach hired to support teachers in the implementation of strategies
    - Remaining Chromebooks and carts purchased necessary to meet the goal of 1:1 devices for students
  - Partially implemented strategies include:
    - Building effective PLCs within the Van Buren Staff and community
    - Hiring an intervention teacher to further the development of MTSS Tier 1 and Tier 2 student support strategies
    - Improving school culture to reduce staff turnover
  - Strategies that were eliminated or modified:
    - Intervention teacher position eliminated after four months
  - Barriers to full or timely implementation:
    - Late start and then elimination of intervention teacher after four months
    - Insufficient funds for a program specialist
    - Insufficient counseling support for the level of social/emotional need among students
    - Majority of teachers new to the profession and to the school, including six interns, just beginning to learn the components of the UOS and the PLC process; they need more time to become proficient

- Actions taken to mitigate barriers:
  - Intervention teacher supported teachers with Tier 1 interventions during the months she was in the position
  - Hired a full-time instructional coach for the 2017-2018 school year
  - Contracted with Valley Community Counseling Services for extra social/emotional support for our neediest students one day per week
  - Sent two teams of teachers to PLC training, one to the PLC Summit in February and the other to the PLC Institute in June
  - Sent all teachers to two-day CFA training, but most 4th-8th grade teachers could not attend due to sub shortage
- Impact of full or timely implementation on student outcomes:
  - SPSA goals for student achievement in language arts and math were not met.
- Data used to come to this conclusion:
  - CAASPP and MAP data for the 2016-2017 school year

### ***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

- Successful strategies:
  - Fully implementing Accelerated Reader in grades 1-8 and providing recognition and incentives for students
  - Purchasing the remaining Chromebooks and carts necessary to meet the goal of 1:1 devices for students

We have seen an increase in the number of books that students are reading and the number of AR tests that they are passing, and have also seen the enthusiasm that students have for the program and the incentives offered. The purchase of the remaining Chromebooks did not happen until the end of the school year, so the impact on student achievement will not be evident until later in the 2017-18 school year.

- Partially successful strategies:
  - Building effective PLCs within the Van Buren Staff and community
  - Hiring an intervention teacher to further the development of MTSS Tier 1 and Tier 2 student support strategies
  - Improving school culture to reduce staff turnover

We still have staff who have not had formal PLC training, but we are moving forward with site-based training around CFAs and data conversations. Losing our intervention teacher slowed the development of MTSS Tier 1 and Tier 2 student support strategies, but our coach and admin team are providing teachers with support to strengthen their Tier 1 strategies. Staff turnover at the end of 2016-2017 was lower than previous years with just three new teachers hired, one due to a teacher who passed away, one due to non-reelect, and one due to a teacher transferring to another school.

## ***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?
- The school goals are developed by the Van Buren staff and are monitored three times during the school year
  - The School Site Council reviewed our school goals at the beginning of the school year, mid-year, and end of the year to track our progress. The school plan is developed and aligned to directly support our school goals
  - The school plan is formally brought to the SSC and ELAC for review and to provide input in December and January. Progress toward our school goals are formally evaluated three times per year and the results are shared with the SSC, ELAC, and Van Buren Staff.

## ***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?

School-wide SMART Goal #1: The percentage of students (grades 3-8) meeting the grade level standard for ELA on the SBAC/CAASPP will increase by 10 percentage points and shall have no less than 20% proficient from 8% to 20%. Spring 2017 Results: 8% **Not Met**

School-wide SMART Goal #2: The percentage of students (grades K-8) meeting the grade level standard for READING on the MAP test will increase by 10 percentage points and shall have no less than 20% proficient from 10% to 20%. Spring 2017 Results: 9% **Not Met**

School-wide SMART Goal #3: The percentage of students (grades 3-8) meeting the grade level standard for MATH on the SBAC/CAASPP will increase by 10 percentage points and shall have no less than 20% proficient from 9% to 20%. Spring 2017 Results: 6% **Not Met**

School-wide SMART Goal #4: The percentage of students (grades K-8) meeting the grade level standard for MATH on the MAP test will increase by 10 percentage points and shall have no less than 20% proficient from 8% to 20%. Spring 2017 Results: 8% **Not Met**

School-wide SMART Goal #5: The percentage of reclassified (RFEP) students will increase by 2% from 6% to 8%. Spring Results: 12% **Met**

School-wide SMART Goal #6: The suspension rate will decrease by 2% from 8.6% to 6.6%. Spring Results: 12.6% **Not Met**



With only one SMART goal met during the 2016-2017 school year, we will continue to strive toward the full implementation of strategies related to the above goals:

- Building effective PLCs within the Van Buren Staff and community
- Hiring an intervention teacher to further the development of MTSS Tier 1 and Tier 2 student support strategies
- Improving school culture to reduce staff turnover

Recommendations for future steps to meet these goals:

- PLC school-wide regular monitoring of student progress through data analysis
- Deep Data Analysis by administering the Bader test to determine reading gaps
- School-wide grade level specific professional development in the area of reading through Open Court training, along with district monitoring and feedback for TK-2
- School-wide grade level specific professional development in the area of reading through Imagine Learning training and Instructional Coach implementation support for grades 3-5
- School-wide grade level specific professional development in the area of reading through Engage NY foundational module training and Instructional Coach implementation support for grades 6-8
- Increase parent involvement in as measured by an increase in parent attendance at parent teacher conferences and an increase in the number of cleared parent volunteers

## **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.

Our school is most proud of the progress we made on SMART Goal #5: The percentage of reclassified (RFEP) students will increase by 2% from 6% to 8%. Our spring result was a 12% reclassification rate, which was double the percentage of students reclassified over the previous school year. As a result, the English Learner Progress indicator is at the green level on the California School Dashboard. We intend to build upon this area of success by increasing the use of effective EL strategies within our instruction as well as increasing student understanding of the goals they need to meet in order to be reclassified as fluent English proficient.

Another area we are proud of is a significant decrease in our out-of-school suspension rate. Although SMART Goal #6 data reflects a 4% increase in our suspension rate, this is due mainly to the use of In School Suspension as a more positive alternative to Out of School Suspension. During the 2016-17 school year we had 85 individual students who served Out of School Suspensions, as opposed to 244 students who were issued Out of School Suspension during the 2015-16 school year. This was a decrease of 159 days of Out of School Suspension during the 2016-17 school year. To further this effort to reduce all student suspensions, we will continue to build our PBIS program with a focus on Tier 1 and Tier 2 behavioral interventions.

### **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?

The following indicators are in in the 'Red' performance category on the California School Dashboard:

- Suspension Rate
- English Language Arts (3-8)
- Mathematics (3-8)

We will continue to build our PBIS program with a focus on Tier 1 and Tier 2 behavioral interventions in an effort to reduce both our In School and Out of School student suspension rate.

We will continue to refine our Tier 1 and Tier 2 instruction through professional development and coaching in order to increase student achievement in English Language Arts and Math. We will also continue our efforts to increase parent involvement to further support student achievement.

**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?

Does not apply; based on California School Dashboard data and local indicators, there are no significant performance gaps among our student groups.

## SECTION III: STAKEHOLDER OUTREACH

### *Stakeholder Involvement*

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

- The school goals are developed by the Van Buren staff and shared with our community (SSC, ELAC, Title 1 meetings) and they are monitored three times during the school year
- The School Site Council reviewed our school goals at the beginning of the school year, mid-year, and end of the year to track our progress. The school plan is developed and aligned to directly support our school goals
- The school plan is formally brought to the SSC and ELAC for review and to provide input in December and January. Progress toward our school goals is formally evaluated three times per year and the results are shared with the SSC, ELAC, and Van Buren Staff.

## **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
- 8<sup>th</sup> 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 in ELA, English Learners and Math	Full-time Instructional Coach to provide support for classroom teachers in instructional practices; focusing on integrated ELD strategies, phonics, etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended	9 weeks	\$53,602 (Salaries/Benefits)	Title 1	19101
1.2 Academic student achievement in ELA & English Learners	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader-AR, Stora, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	# of classes scheduled to use the library # of student taking AR tests # of student showing growth	Every trimester	\$12,121 (salaries/benefits) \$21,000 (Books - \$6000 for library and \$15,000 for classroom leveled libraries) \$5000 \$7000 (Licensing Agreement)	Title 1 LCFF	24101, 3000, 42000, 58450, 58450
1.3 Academic student achievement in ELA and English Learners	To provide EL students with supports through small group instruction, Bilingual Instructional Assistant, etc.	# of students serviced # of students making growth # of students reclassified # of EL students monitored	Every Trimester	\$43,607 (salaries and benefits)	LCFF	21101

		# of EL students assessed (initial) # of EL students reassessed				
<b>1.4 Academic student achievement in ELA, English Learners, and Math</b>	Provide teachers with professional learning opportunities to supplement core instruction, such as collaboration, RTI conference, CFA conference, etc.	# of students at grade level # of students below grade level # of students making progress # of conferences attended	Every Trimester	\$36,398 \$6,811 (Substitute Pay) \$10,000 (Teacher Additional Comp) \$10,000 (Conferences)	Title 1 LCFF	11700, 11500, 3000, 52150
<b>1.5 Academic student achievement in ELA, English Learners, and Math</b>	<b>Supplemental materials and resources</b> to support core instruction, project material (e.g. markers, folders, post-its, binders, planners, etc.), and technology (printers, projectors, document cameras, etc.), and copy machine maintenance agreements	# of student usage	Every trimester	\$3000 \$13300 (Instructional Supplies) \$10,000 \$10,000 (technology) \$5000 (maintenance agreements)	Title 1 LCFF	43110, 44000, 56590
<b>1.6 Academic student achievement in ELA English Learners, and Math</b>	<b>Field Trip Non-District Transportation and Pupil Fees</b> for one field trip per grade level to provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	\$20,000 (Non-District Transportation) \$2,000 (Pupil Fees)	Title 1 LCFF	58720 58920

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
<p><b>2.1 Academic student achievement in ELA, English Learners and Math</b></p>	<p><b>Full-time Instructional Coach</b> to provide support for classroom teachers in instructional practices; focusing on integrated ELD strategies, phonics, etc.</p>	<p># of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended</p>	<p>9 weeks</p>	<p>\$53,602 (Salaries/Benefits)</p>	<p>Title 1</p>	<p>19101</p>
<p><b>2.2 Academic student achievement in ELA &amp; English Learners</b></p>	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader-AR, Storia, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of classes scheduled to use the library # of student taking AR tests # of student showing growth</p>	<p>Every trimester</p>	<p>\$12,121 (salaries/benefits) \$21,000 (Books - \$6000 for library and \$15,000 for classroom leveled libraries) \$5000 \$7000 (Licensing Agreement)</p>	<p>Title 1 LCFF</p>	<p>24101, 3000, 42000, 58450, 58450</p>
<p><b>2.3 Academic student achievement in ELA and English Learners</b></p>	<p>To provide EL students with supports through 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</p>	<p>Every Trimester</p>	<p>\$43,607 (salaries and benefits)</p>	<p>LCFF</p>	<p>21101</p>



		students assessed (initial) # of EL students reassessed				
<b>2.4 Academic student achievement in ELA, English Learners, and Math</b>	Provide teachers with professional learning opportunities to supplement core instruction, such as collaboration, RTI conference, CFA conference, etc.	# of students at grade level # of students below grade level # of students making progress # of conferences attended	Every Trimester	\$36,398 \$6,811 (Substitute Pay) \$10,000 (Teacher Additional Comp) \$10,000 (Conferences)	Title 1 LCFF	11700, 11500, 3000, 52150
<b>2.5 Academic student achievement in ELA, English Learners, and Math</b>	<b>Supplemental materials and resources</b> to support core instruction, project material (e.g. markers, folders, post-its, binders, planners, etc.), and technology (printers, projectors, document cameras, etc.), and copy machine maintenance agreements	# of student usage	Every trimester	\$3000 \$13300 (Instructional Supplies) \$10,000 \$10,000 (technology) \$5000 (maintenance agreements)	Title 1 LCFF	43110, 44000, 56590
<b>2.6 Academic student achievement in ELA English Learners, and Math</b>	<b>Field Trip Non-District Transportation and Pupil Fees</b> for one field trip per grade level to provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	\$20,000 (Non-District Transportation) \$2,000 (Pupil Fees)	Title 1 LCFF	58720 58920

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><b>3.1 Academic student achievement in ELA, English Learners and Math</b></p>	<p><b>Full-time Instructional Coach</b> to provide support for classroom teachers in instructional practices; focusing on integrated ELD strategies, phonics, etc.</p>	<p># of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended</p>	<p>9 weeks</p>	<p>\$53,602 (Salaries/Benefits)</p>	<p>Title 1</p>	<p>19101</p>
<p><b>3.2 Academic student achievement in ELA &amp; English Learners</b></p>	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader-AR, Storia, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of classes scheduled to use the library # of student taking AR tests # of student showing growth</p>	<p>Every trimester</p>	<p>\$12,121 (salaries/benefits) \$21,000 (Books - \$6000 for library and \$15,000 for classroom leveled libraries) \$5000 \$7000 (Licensing Agreement)</p>	<p>Title 1 LCFF</p>	<p>24101, 3000, 42000, 58450, 58450</p>
<p><b>3.3 Academic student achievement in ELA and English Learners</b></p>	<p>To provide EL students with supports through 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</p>	<p>Every Trimester</p>	<p>\$43,607 (salaries and benefits)</p>	<p>LCFF</p>	<p>21101</p>

		students assessed (initial) # of EL students reassessed				
<b>3.4 Academic student achievement in ELA, English Learners, and Math</b>	Provide teachers with professional learning opportunities to supplement core instruction, such as collaboration, RTI conference, CFA conference, etc.	# of students at grade level # of students below grade level # of students making progress # of conferences attended	Every Trimester	\$36,398 \$6,811 (Substitute Pay) \$10,000 (Teacher Additional Comp) \$10,000 (Conferences)	Title 1 LCFF	11700, 11500, 3000, 52150
<b>3.5 Academic student achievement in ELA, English Learners, and Math</b>	<b>Supplemental materials and resources</b> to support core instruction, project material (e.g. markers, folders, post-its, binders, planners, etc.), and technology (printers, projectors, document cameras, etc.), and copy machine maintenance agreements	# of student usage	Every trimester	\$3000 \$13300 (Instructional Supplies) \$10,000 \$10,000 (technology) \$5000 (maintenance agreements)	Title 1 LCFF	43110, 44000, 56590
<b>3.6 Academic student achievement in ELA English Learners, and Math</b>	<b>Field Trip Non-District Transportation and Pupil Fees</b> for one field trip per grade level to provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	\$20,000 (Non-District Transportation) \$2,000 (Pupil Fees)	Title 1 LCFF	58720 58920

## **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 impact student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of students involved in the PLUS program # of students referred to VCCS for social and emotional issues # of students attending school # of students suspended	Monthly	\$52,842 (Counselor)	LCFF	12151
1.2 School Climate	Implementing structured student engagement activities during non-instructional time to reduce student discipline	# of student referrals related to non-instructional time # of student suspensions related to non-instructional time	Monthly	\$20,000 (Consultants-Instructional)	LCFF	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 with social and emotional supportive resources that positively impact student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of students involved in the PLUS program # of students referred to VCCS for social and emotional issues # of students attending school # of students suspended	Monthly	\$52,842 (Counselor)	LCFF	12151
2.2 School Climate	Implementing structured student engagement activities during non-instructional time to reduce student discipline	# of student referrals related to non-instructional time # of student suspensions related to non-instructional time	Monthly	\$20,000 (Consultants-Instructional)	LCFF	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 with social and emotional supportive resources that positively impact student learning through programs such as PBIS, PLUS program,	# of students involved in the PLUS program # of students referred to VCCS for social and emotional issues	Monthly	\$52,842 (Counselor)	LCFF	12151

	counseling, structured student engagement activities, etc.	# of students attending school # of students suspended				
<b>3.2 School Climate</b>	Implementing structured student engagement activities during non-instructional time to reduce student discipline	# of student referrals related to non-instructional time # of student suspensions related to non-instructional time	Monthly	\$20,000 (Consultants-Instructional)	LCFF	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
<b>1.1 Parent, Student, and School Engagement</b>	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, etc.	# of meetings coordinated # of parents attending	Trimester	\$16,274 (Salaries/Benefits) \$2,417 (Additional Comp/Hourly) \$575 \$28 (Meeting Supplies)	LCFF Title 1	29101 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
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, etc.	# of meetings coordinated # of parents attending	Trimester	\$16,274 (Salaries/Benefits) \$2,417 (Additional Comp/Hourly) \$575 \$28 (Meeting Supplies)	LCFF Title 1	29101 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
<b>1.1 Parent, Student, and School Engagement</b>	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, etc.	# of meetings coordinated # of parents attending	Trimester	\$16,274 (Salaries/Benefits) \$2,417 (Additional Comp/Hourly) \$575 \$28 (Meeting Supplies)	LCFF Title 1	29101 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
Keri Van de Star	2016		X			
Joshua Montero Chairperson	2017	2019		X		
Lexi Davies Vice Chairperson	2016	2018			X	
Heather Whigham Secretary	2016	2018		X		
Myra Hernandez	2016	2018		X		
Josefina Perez	2016	2018				X
Ana Gonzales	2016	2018				X
Maricela Gonzales	2017	2019				X
Rosa Ochoa	2016	2018				X
Maria Piazza	2016	2018				X
Numbers of members of each category:			1	3	1	5

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

**Section VI: Budget Allocation Spreadsheets**

**SCHOOL NAME: VAN BUREN 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)
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute			36,398		\$ 36,398.00	Goal 1 - 4
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					\$ -	
	Additional Comp/Hourly		2,417			\$ 2,417.00	Goal 3 - 1
	Montessori Assistant					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 2,417.00	\$ 90,000.00	\$ -	\$ 92,417.00	
<b>Books &amp; Supplies</b>							
42000	Books			21,000		\$ 21,000.00	Goal 1 - 2
43110	Instructional Materials			3,000		\$ 3,000.00	Goal 1 - 5
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		603			\$ 603.00	Goal 3 - 1
44000	Equipment			10,000		\$ 10,000.00	Goal 1 - 5
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 603.00	\$ 34,000.00	\$ -	\$ 34,603.00	
<b>Services</b>							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement			5,000		\$ 5,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans			20,000		\$ 20,000.00	Goal 1 - 6
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ 25,000.00	\$ -	\$ 25,000.00	
	<b>Total</b>		\$ 3,020.00	\$ 149,000.00	\$ -	\$ 152,020.00	
	Differential		-	-		-	
	2016-17 Carryover		28	40,500		40,528	
	Revised 2017-18 Allocation		2,992	108,500		111,492	
			3,020	149,000		152,020	

**SCHOOL NAME: VAN BUREN 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		
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp		10,000		\$ 10,000.00	Goal 1 - 4
11700	Teacher Substitute		6,811		\$ 6,811.00	Goal 1 - 4
12151	Counselor		52,842		\$ 52,842.00	Goal 1 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		43,607		\$ 43,607.00	Goal 1 - 3
24101	Library Media Clerk		12,121		\$ 12,121.00	Goal 1 - 2
29101	Community Assistant		16,274		\$ 16,274.00	Goal 1 - 1
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 141,655.00	\$ -	\$ 141,655.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		13,300		\$ 13,300.00	Goal 1 - 5
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		10,000		\$ 10,000.00	Goal 1 - 5
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 23,300.00	\$ -	\$ 23,300.00	
<b>Services</b>						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		5,000		\$ 5,000.00	Goal 1 - 3
56530	Equipment Repair				\$ -	
52150	Conference		10,000		\$ 10,000.00	Goal 1 - 4
59140	Telephone				\$ -	
58450	License Agreement		7,000		\$ 7,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees		2,000		\$ 2,000.00	Goal 1 - 6
58100	Consultants-instructional		20,000		\$ 20,000.00	Goal 2 - 2
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ 44,000.00	\$ -	\$ 44,000.00	
	<b>Total</b>		\$ 208,955.00	\$ -	\$ 208,955.00	
	Differential		-		-	
	<b>Allocations</b>		208,955		208,955	