



**2017-2020**

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

### **Site Strategic Plan**

<b>School:</b>	George Washington Elementary
<b>Address:</b>	1735 West Sonora Street
<b>CDS Code:</b>	6104665
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Shanna Laney
<b>Revision Date:</b>	April 27, 2018
<b>District Governing Board approved:</b>	May 8, 2018

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

<b>Contact Person:</b>	Shanna Laney
<b>Position:</b>	Principal
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## SECTION I: BACKGROUND

### *Purpose/Intent*

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

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

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

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

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

**Recommendations and Assurances**

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Parent Involvement Committee

Ana Rios  
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 04/27/2018.

Attested:

Shanna Laney  
\_\_\_\_\_  
Typed Name of School Principal

Shanna Laney  
Signature of School Principal

05/01/2018  
\_\_\_\_\_  
Date

Lisa DeZotell  
\_\_\_\_\_  
Typed Name of SSC Chairperson

Lisa DeZotell  
Signature of SSC Chairperson

05/01/2018  
\_\_\_\_\_  
Date

## **Mission**

Insert the school site's mission.

George Washington school creates a challenging learning environment that promotes high standards using Common Core instruction. Lifelong learning skills are fostered through technology and research-based instructional strategies including the AVID College Readiness System. George Washington School encourages sportsmanship, school spirit, and pride through daily goals and educational accomplishments. We urge parents and community members to actively participate in our student's learning and success.

## **Vision**

Insert the school site's vision.

George Washington School is committed to students' college and career successes by implementing Common Core Standards and AVID strategies with a focus on collaboration and organization.

## **School Site Story**

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

George Washington School Elementary School is perhaps one of the most unique elementary school in Stockton. This small populated school is nestled within the industrial area of the Port of Stockton. The perimeter is surrounded by residential homes shielding Washington from Penny Newman grainery to the North, Hormel to the south, agriculture to the west, and I-5 to the east. This isolation allows us to rely upon ourselves by building relationships and partnerships with the community such as Boggs Tract Community Center and PUENTES Garden; and with parents and staff within the Washington School community. Being in such close interconnected relationships allow us to target problems as they arise by resolving them quickly and efficiently.

Washington's student enrollment is comprised of 265 students, with a variety of cultures and ethnicities, 75.47% Hispanic, 14.72% African American, 1.5% Asian, 3.0% American Indian, 1.5% Filipino, 1.5% White, and 2.26% two or more races. Our English Learner population is 40% with 99% of all English learners being Spanish speaking. Due to extreme poverty (87%), Washington School is challenged with the social/emotional needs of our children which is coupled with behavioral and academic deficits and poor attendance. Washington currently has (1) teacher who is not fully credentialed. Although we are challenged by poverty

that greatly impacts our student population, Washington School views itself as a family working together with the community to meet the needs of our students.

## SECTION II: EVALUATION

### *Plan Priorities*

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
  - Identify the major expenditures supporting these priorities.
- 1) Student achievement will increase by 10% in ELA as measured by the Smarter Balanced Assessment (also known as CAASPP).
  - 2) Student achievement will increase by 10% in Math as measured by the Smarter Balanced Assessment (also known as CAASPP).
  - 3) English Language learner outcomes: (a) EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year; (b) The percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year; © The percentage of reclassified (RFEP) students will increase by 2 percent.

**Funds that were allocated include:** Additional collaboration hours for teachers-\$5,198 (Title 1); Instructional Support-\$2,653 (Title 1); Maintenance Agreements \$3,990 (LCFF); Equipment (Books & Supplies) \$3,000.00 (Title 1); Instructional Supplies-\$12,000 (Title 1); Instructional Supplies-\$15,172 (LCFF); Supplemental Books-\$10, 939 (Title 1); Accelerated Reader License-\$5,000 (Title 1); Bilingual Aide-\$18,669 (LCFF); Counselor-\$22, 533; Substitutes to cover SST meetings and/or PD \$5,000 & \$8,125 (Title 1); Conferences (AVID, PLC, & CABE)-\$10, 747 (Title 1) and \$8,558 (LCFF); and Library Assist-\$9, 654 (LCFF). In addition, a summer program was offered through Migrant Education.

### *Plan Implementation*

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Strategies included in the 2016-2017 SPSA include: PLC Collaboration, Data Teams (data analysis and interventions for student support),

Instructional Rounds, Direct Instruction, Rtl (Response to Intervention - T1, T2, T3), Academic Conferences with teachers, Parent Conferences, Part-time librarian, AVID certification and the implementation of the following AVID strategies: 1) Cornell Notes, 2) WICOR (rigor), and 3) the 4 Pillars of Excellence, and PBIS (Positive Behavior Interventions and Supports).

The barriers listed in the 2016-2017 SPSA were: (1) lack thereof: an intervention teacher; (2) more teachers per grade level; an itinerant Instructional Coach (shared between two sites); (3) a part-time counselor versus full-time; and (4) need for a bilingual aide.

It is unclear if these strategies were fully implemented and how these strategies were monitored during 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

Based on the 2016-2017 SPSA, the teacher collaboration focusing on data has benefited our teachers. During collaboration and academic conferences, it is evident, Washington teachers have a clear understanding of their student performance data. Additionally, targeted professional developed for English learners has impacted our English learners positively. (Based on the CA Data dashboard data (spring 2017): EL Progress: 12% increase, which is a significant increase in our student achievement for our English learners). Due to recent changes, it is unclear if other strategies impacted student achievement.



## ***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 Single Plan for Student Achievement and Common Pages were reviewed and discussed with School Site Council on 12/14/16, 2/22/17 & 5/8/17. The School Site Council approved the SPSA on 2/22/17. Additional funds were allocated in May 2017 and School Site Council discussed and approved the new expenditures.

## ***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?

**Based on the 2016-2017 SPSA it is unclear how the goals were measured and monitored.**

**Goal 1:** By July 2017, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA. **(Not met)**

**Goal 2:** By July of 2017, the percentage of all students (grades 3-8) meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math. **(Not met)**

**Goal 3:** English Learner Progress. **(Met,** based on CA Dashboard status: “Medium”-significant increase 12%, Spring 2017)

**Recommendations:** (1) For Goals 1 & 2- a greater focus on PLC collaboration with an emphasis on instruction which is aligned to the Common Core State Standards, as well as, careful review of the practice materials and preparation for the SBAC with the students; and (2) For Goal 3- continue strategies included in the 2016-2017 SPSA (Professional Development for ELD for teachers, administrative monitoring for both Integrated and Designated ELD, and consistent implementation of effective strategies for both Integrated and Designated ELD)

## **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.

#### **Based on the California Dashboard for spring 2017:**

Our greatest progress is for the English learner sub-group. English learners had a significant increase (12%) and our in the green level ("Medium"). It will be important to maintain our current progress for our English learners. Washington students, also improved significantly in Math, with a 9.8 increase ("Low" status-Yellow).

### **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 Spring 2017 data in the California School Dashboard: ELA (3-8):** Maintained-5.7% (Very low-Red)

The greatest need for Washington students is to improve reading, reading comprehension and writing skills to improve student achievement. The school will focus on writing, reading and reading comprehension activities aligned to the CCSS. Students need opportunities for intervention, as well as enrichment.

### **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?

Based on the California School Dashboard, spring 2017: all of our sub-groups are achieving at the same levels. For example, in Math for "all students" we are at the yellow performance level and in yellow for all sub-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 SPSA 2017-2018 was reviewed for input with the teachers on 1/9/18, the ELAC committee on 1/10/18 and the School Site Council on 1/11/18. Final approval for the SPSA was on April 27, 2018.

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

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

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

#### **Strategic Area of Focus**

#### **Academic Student Achievement**

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

#### **Student Interventions**

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

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

- Preschool Transitional
- 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
<b>1.1 Academic Student Achievement</b>	Increased teacher collaboration strategies to include to focus on PLCs, EL and AVID, strategies, Intervention, Common Core, etc..	# of strategies being implemented #of new strategies # of teachers implementing new strategies # of hours collaborated # of times collaborated # of students with D's and F's	9 weeks	\$10,871.00 (Teacher Substitute) \$16,583 (Teacher Additional Comp.) \$4,000 (Additional Comp/Hourly)	Title I	11500 11700
<b>1.2 Academic Student Achievement</b>	Professional Development focusing on Integrated and Designated ELD strategies, Common Core, etc.	# of PD sessions attended # of teachers attended # of students reclassified # of students at grade level, below grade level, and growth # of EL students # of conferences attended	Trimester	\$3,000.00 (Teacher Substitute) \$2,000 (Conferences)	Title I	11500 52150
<b>1.3 Academic Student Achievement</b>	Replace and provide supplemental Technology (e.g., interactive projectors to augment core instruction, new monitors, new projectors, new document cameras, etc.), resources and materials.	# of hours using technology (teachers, based teacher log)	9 weeks	\$15,020 \$5,000 (Instructional Materials) \$1,000 (Non-Instructional Materials) \$10,251 (Equipment) \$1,668 \$500 (Duplicating)	LCFF	43110 44000 56590

				\$4,000.00 (Maintenance Agreement)		
<b>1.4 Academic Student Achievement</b>	Provide and promote student reading through literacy programs such as (Accelerated Reader-AR, etc.)	# of students receiving assistance # of students taking AR tests # of hours AR is utilized # of students increasing lexile level (based on AR data)	9 weeks	\$17,621.00 (Salary/Benefits - Library Media Clerk) \$4,000.00 (License Agreement)	LCFF Title I	24101 58450
<b>1.5 Student Interventions</b>	Provide small group instruction for EL students (Bilingual Aide, etc.)	# of students serviced # of students making growth # of students reclassified	9 weeks	\$17,951 (Salary/Benefits – Bilingual Assistant)	LCFF	21101
<b>1.6 Student Interventions</b>	To provide students with academic support and resources (e.g. tutoring, Instructional Aide, <b>substitutes</b> , etc.) focusing on Tier 1, Tier 2 and Tier 3 intervention support.	# of students served MAP scores	6 weeks	\$TBD (Teacher Additional Com) \$5,610 \$17,000 (Teacher Substitute) \$TBD (Consultants - Instructional)	Title I LCFF	11500 11700 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
<b>2.1 Academic Student Achievement</b>	Increased teacher collaboration strategies to include to focus on PLCs, EL and AVID, strategies, Intervention, Common Core, etc..	# of strategies being implemented #of new strategies # of teachers implementing new strategies # of hours collaborated # of times collaborated # of students with D's and F's	9 weeks	\$10,871.00 (Teacher Substitute) \$16,583 (Teacher Additional Comp.) \$4,000 (Additional Comp/Hourly)	Title I	11500 11700
<b>2.2 Academic Student Achievement</b>	Professional Development focusing on Integrated and Designated ELD strategies, Common Core, etc.	# of PD sessions attended # of teachers attended # of students reclassified # of students at grade level, below grade level, and growth # of EL students # of conferences attended	Trimester	\$3,000.00 (Teacher Substitute) \$2,000 (Conferences)	Title I	11500 52150
<b>2.3 Academic Student Achievement</b>	Replace and provide supplemental Technology (e.g., interactive projectors to augment core instruction, new monitors, new projectors, new document cameras, etc.), resources and materials.	# of hours using technology (teachers, based teacher log)	9 weeks	\$15,020 \$5,000 (Instructional Materials) \$1,000 (Non-Instructional Materials) \$10,251 (Equipment) \$1,668 \$500 (Duplicating)	LCFF	43110 44000 56590

				\$4,000.00 (Maintenance Agreement)		
<b>2.4 Academic Student Achievement</b>	Provide and promote student reading through literacy programs such as (Accelerated Reader-AR, etc.)	# of students receiving assistance # of students taking AR tests # of hours AR is utilized # of students increasing lexile level (based on AR data)	9 weeks	\$17,621.00 (Salary/Benefits - Library Media Clerk) \$4,000.00 (License Agreement)	LCFF Title I	24101 58450
<b>2.5 Student Interventions</b>	Provide small group instruction for EL students (Bilingual Aide, etc.)	# of students serviced # of students making growth # of students reclassified	9 weeks	\$17,951 (Salary/Benefits – Bilingual Assistant)	LCFF	21101
<b>2.6 Student Interventions</b>	To provide students with academic support and resources (e.g. tutoring, Instructional Aide, <b>substitutes</b> , etc.) focusing on Tier 1, Tier 2 and Tier 3 intervention support.	# of students served MAP scores	6 weeks	\$TBD (Teacher Additional Com) \$5,610 \$17,000 (Teacher Substitute) \$TBD (Consultants - Instructional)	Title I LCFF	11500 11700 58100



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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>3.1 Academic Student Achievement</b>	Increased teacher collaboration strategies to include to focus on PLCs, EL and AVID, strategies, Intervention, Common Core, etc..	# of strategies being implemented #of new strategies # of teachers implementing new strategies # of hours collaborated # of times collaborated # of students with D's and F's	9 weeks	\$10,871.00 (Teacher Substitute) \$16,583 (Teacher Additional Comp.) \$4,000 (Additional Comp/Hourly)	Title I	11500 11700
<b>3.2 Academic Student Achievement</b>	Professional Development focusing on Integrated and Designated ELD strategies, Common Core, etc.	# of PD sessions attended # of teachers attended # of students reclassified # of students at grade level, below grade level, and growth # of EL students # of conferences attended	Trimester	\$3,000.00 (Teacher Substitute) \$2,000 (Conferences)	Title I	11500 52150
<b>3.3 Academic Student Achievement</b>	Replace and provide supplemental Technology (e.g., interactive projectors to augment core instruction, new monitors, new projectors, new document cameras, etc.), resources and materials.	# of hours using technology (teachers, based teacher log)	9 weeks	\$15,020 \$5,000 (Instructional Materials) \$1,000 (Non-Instructional Materials) \$10,251 (Equipment) \$1,668 \$500 (Duplicating)	LCFF	43110 44000 56590

				\$4,000.00 (Maintenance Agreement)		
<b>3.4 Academic Student Achievement</b>	Provide and promote student reading through literacy programs such as (Accelerated Reader-AR, etc.)	# of students receiving assistance # of students taking AR tests # of hours AR is utilized # of students increasing lexile level (based on AR data)	9 weeks	\$17,621.00 (Salary/Benefits - Library Media Clerk) \$4,000.00 (License Agreement)	LCFF Title I	24101 58450
<b>3.5 Student Interventions</b>	Provide small group instruction for EL students (Bilingual Aide, etc.)	# of students serviced # of students making growth # of students reclassified	9 weeks	\$17,951 (Salary/Benefits – Bilingual Assistant)	LCFF	21101
<b>3.6 Student Interventions</b>	To provide students with academic support and resources (e.g. tutoring, Instructional Aide, <b>substitutes</b> , etc.) focusing on Tier 1, Tier 2 and Tier 3 intervention support.	# of students served MAP scores	6 weeks	\$TBD (Teacher Additional Com) \$5,610 \$17,000 (Teacher Substitute) \$TBD (Consultants - Instructional)	Title I LCFF	11500 11700 58100

## **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 student referrals # of student suspensions related to non-instructional time	9 weeks	\$16,950 (Consultants – Non-Instructional)	LCFF	58320
1.2 School Climate	Transform school culture through professional learning with teachers and staff (i.e., conferences, site level/district PD, etc.)	# of school climate strategies being implemented # of teachers/staff implementing school climate strategies # of school climate professional learning events	Quarterly	\$6,000 (Conferences)	LCFF	52150

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 student referrals # of student suspensions related to non-instructional time	9 weeks	\$16,950 (Consultants – Non-Instructional)	LCFF	58320
2.2 School Climate	Transform school culture through professional learning with teachers and staff (i.e., conferences, site level/district PD, etc.)	# of school climate strategies being implemented # of teachers/staff implementing school climate strategies # of school climate professional learning events	Quarterly	\$6,000 (Conferences)	LCFF	52150

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, counseling, structured student engagement activities, etc.	# of student referrals # of student suspensions related to non-instructional time	9 weeks	\$16,950 (Consultants – Non-Instructional)	LCFF	58320
3.2 School Climate	Transform school culture through professional learning with teachers and staff (i.e., conferences, site level/district PD, etc.)	# of school climate strategies being implemented # of teachers/staff implementing school climate strategies # of school climate professional learning events	Quarterly	\$6,000 (Conferences)	LCFF	52150

### **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 Meaningful Partnerships</b>	To provide parent, community, and staff connections to bridge student achievement and engagement through parent meetings, before and after school activities, parent/teacher conferences, parent training, etc.	# of parents contacted # of meetings coordinated # of students served	9 weeks	\$21,000 (Salary/Benefits) \$1,340 \$13 (Parent Meetings)	LCFF Title I	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
<b>2.1 Meaningful Partnerships</b>	To provide parent, community, and staff connections to bridge student achievement and engagement through parent meetings, before and after school activities, parent/teacher conferences, parent training, etc.	# of parents contacted # of meetings coordinated # of students served	9 weeks	\$21,000 (Salary/Benefits) \$1,340 \$13 (Parent Meetings)	LCFF Title I	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>3.1 Meaningful Partnerships</b>	To provide parent, community, and staff connections to bridge student achievement and engagement through parent meetings, before and after school activities, parent/teacher conferences, parent training, etc.	# of parents contacted # of meetings coordinated # of students served	9 weeks	\$21,000 (Salary/Benefits) \$1,340 \$13 (Parent Meetings)	LCFF Title I	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
Shanna Laney	8/2017	6/2019	X			
Jose Cantu	8/2017	6/2019		X		
Alisha Bills	8/2017	6/2019		X		
Lynette Perez	8/2017	6/2019		X		
Alma Tong	8/2017	6/2019			X	
Lisa DeZotell	8/2017	6/2019				X
Yanet Franco	8/2017	6/2019				X
Martin Marquez	8/2017	6/2019				X
Equana Mason	8/2017	6/2019				X
Inez Garcia	10/2017	6/2019				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: WASHINGTON ELEMENTARY****Revised Preliminary Allocations 2017-18 with 2016-17 Carryover****2017-2018**

Object	Description	FTE	Title 1 50647 Parent Involve ment	Title 1 50643 Instruction aL- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp			16,583		\$16,583.00	Goal 1 - 1
11700	Teacher Substitute			19,481		\$19,481.00	Goal 1 - 1, 2, 6
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
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					\$ -	
	Additional Comp/Hourly			4,000		\$ 4,000.00	Goal 1 - 1
						\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ -	\$40,064.00	\$ -	\$40,064.00	
<b>Books &amp; Supplies</b>							
42000	Books					\$ -	
43110	Instructional Materials			15,020		\$15,020.00	Goal 1 - 3
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		1,353			\$ 1,353.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 1,353.00	\$15,020.00	\$ -	\$16,373.00	
<b>Services</b>							
57150	Duplicating			1,668		\$ 1,668.00	Goal 1 - 3
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			4,000		\$ 4,000.00	Goal 1 - 3
56530	Equipment Repair					\$ -	
52150	Conference			2,000		\$ 2,000.00	Goal 1 - 2
59140	Telephone					\$ -	
58450	License Agreement			4,000		\$ 4,000.00	Goal 1 - 4
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ -	\$11,668.00	\$ -	\$11,668.00	
	<b>Total</b>		\$ 1,353.00	\$66,752.00	\$ -	\$68,105.00	
	Differential		-	-		-	
	<b>2016-17 Carryover</b>		13	18,144		18,157	
	<b>Revised 2017-18 Allocation</b>		1,340	48,608		49,948	
			1,353	66,752		68,105	

**SCHOOL NAME: WASHINGTON ELEMENTARY**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET	
			Instructional- SCE/General	Extended Day/Year		SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute		17,000		\$ 17,000.00	Goal 1 - 6
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		17,951		\$ 17,951.00	Goal 1 - 5
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 4
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 52,572.00	\$ -	\$ 52,572.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		5,000		\$ 5,000.00	Goal 1 - 3
43200	Non-Instructional Materials		1,000		\$ 1,000.00	Goal 1 - 3
43400	Parent Meeting				\$ -	
44000	Equipment		10,251		\$ 10,251.00	Goal 1 - 3
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 16,251.00	\$ -	\$ 16,251.00	
<b>Services</b>						
57150	Duplicating		500		\$ 500.00	Goal 1 - 3
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		6,000		\$ 6,000.00	Goal 2 - 2
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional		16,950		\$ 16,950.00	Goal 2 - 1
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ 23,450.00	\$ -	\$ 23,450.00	
	<b>Total</b>		\$ 92,273.00	\$ -	\$ 92,273.00	
	Differential		-		-	
	<b>Allocations</b>		92,273		92,273	