



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Elmwood Elementary School
Address:	840 S. Cardinal Avenue Stockton, CA 95215
CDS Code:	6042550
District:	Stockton Unified School District
Principal:	John D. Semillo
Revision Date:	January 3, 2018
District Governing Board approved:	April 10, 2018

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

Contact Person:	John D. Semillo
Position:	Principal
Phone Number:	209-933-7180 Ext. 4501
E-mail Address:	jsemillo@stocktonusd.net

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SECTION I: BACKGROUND

Purpose/Intent

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

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

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

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

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

Recommendations and Assurances

Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Parent Involvement Committee _____
Signature *Jessica Lopez*
- 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 January 3, 2018.

Attested:

John D. Semillo
Typed Named of School Principal

[Signature]
Signature of School Principal

March 1, 2018
Date

Javier Valencia
Typed Named of SSC Chairperson

[Signature]
Signature of SSC Chairperson

March 1, 2018
Date

Mission

Insert the school site's mission.

The staff at Elmwood Elementary School believes unwaveringly that all students can achieve high academic standards by which students will understand how to think deeply and then be able to apply knowledge in new ways. Through arts infusion Elmwood School is educating the creative and intellectual side of the human personality thus, educating the whole child.

Vision

Insert the school site's vision.

The Elmwood staff, parents, and the community work collaboratively to nurture a love of learning and a deep respect for the arts. Rigorous, relevant and engaging instruction is infused with the four arts disciplines, within a flexible, supportive and culturally sensitive 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.

Elmwood Elementary School is an "Arts Infused" school. We utilize the 4 Arts Disciplines (Music, Visual Art, Dance/Movement, and Theatre) to enhance and support student learning. The cornerstones of Elmwood School's Arts Infusion Program are Literacy, Numeracy, and Creativity. Arts Infusion allows students and teachers to explore an "Art" as they explore an academic subject (Literacy, Numeracy, Social Studies, and Science). The art and the academic teaching are planned together – each helps the student learn the other. This makes the learning run deeper and stronger. Students are challenged to become active participants in the learning process. Also, over 62% of our students primary language is Spanish and over 50% are English Learners. In order to meet the learning needs of those students, we have an integrated English Language Development Program that also emphasizes the arts. We strongly invite and encourage parents to fully participate in all aspects of our educational programs here at Elmwood Elementary School. Together, as partners in your child's education, we look forward to providing an outstanding school experience for all children. It is the goal of Elmwood School to provide a well-rounded education for all its 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.
 - ❑ The number of students meeting/exceeding ELA standards will increase by 10% from the previous year.
 - ❑ The number of students meeting/exceeding Math standards will increase by 10% from the previous year
 - ❑ The percentage of English Learner students being reclassified (RFEP), will increase by 5% from the previous year.
- Instructional materials and resources to support ELA, Math and English Learner instruction.
- Substitute Pay for Teacher release time in collaborating on effective and efficient classroom instruction.

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?
 - ❑ SBE Adopted Core Materials
 - ❑ Daily Implementation of Core ELA/Math/EL Instruction
 - ❑ ELA/Math/EL Strategic and Intensive Intervention
 - ❑ ELA/Math/EL Professional Collaboration
 - ❑ Arts Infusion Education
 - ❑ Supplemental Curriculum Resources and Technology
 - ❑ School Counselor and Nurse Services
- No strategies were not fully implemented

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

- ELA/Math/EL Professional Collaboration (As evidenced by MAP and Common Formative Assessments)
- Reclassification of EL Learners (As evidenced by the numbers of RFEP students compared to the previous year)
- No strategies or activities were ineffective

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 Elmwood SSC was provided training on the SSC's responsibilities as it relates to the SPSA at the start of the school year. School wide data (CAASPP/MAP) was reviewed along with intervention strategies that are implemented based on student needs. The Elmwood SPSA and the LCFF and Title 1 Budgets were also reviewed by the SSC. All of this information served as background for the SSC as they participated in the development of the 16/17 Elmwood SPSA.
- The Elmwood ELAC was also provided training on the ELAC's advisory role in the development of the SPSA. School wide data (CAASPP/MAP) and intervention strategies were reviewed by the ELAC. The Elmwood ELAC is given the opportunity to provide feedback to the SSC on the development of the Elmwood SPSA. The Elmwood School-wide Innovation Team (which consists of Teachers, Instructional Coach, Program Specialist and Administrators) also played a vital role in providing input in the development of the Elmwood SPSA.
- The SPSA is monitored by the Elmwood School-wide Innovation Team on a monthly basis with an emphasis on consistent implementation. Grade Level Innovation Teams monitor SPSA progress by focusing on school data on a monthly basis. Also, SPSA implementation is reviewed and discussed during Academic Conferences with the Coordination of Services Team.
- More Professional Development is needed for Staff and Parents to accurately use data to guide and differentiate instruction for Elmwood students.

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?

- SPSA Goals Met:
 - Enhancement of Teacher Collaboration to improve instruction.
 - Increase in the number of reclassified (RFEP) students.

- SPSA Goals Not Met:
 - None

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.

We are proud of the fact that:

- We have increased the number of English Learner Students who have been reclassified as English Fluent Proficient. As of December of 2017, 42 students have reclassified as RFEP.
- We have enhanced and focused our 2017 - 2018 Professional Development for Teachers to support Teacher proficiency in developing efficient and effective Common Formative Assessments to help increase student academic achievement.

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 current California School Dashboard indicates that the overall ELA/Math performance for English Learners is in the “Orange” category. Based on that data, we have refocused our English Learner Program to better meet the learning needs for our EL students. A portion of weekly Grade level Collaboration Meetings now concentrates on specific instructional strategies to enhance EL learning. The services of our Instructional Coach are now more tightly focused improving English Learner instruction by our Teachers. Also, Common Formative Assessments are analyzed and monitored by Grade Level Collaboration Teams and Administrative Support Staff to ensure EL instruction is effective. In addition, English Learner students are now encouraged to participate in After School EL Tutoring designed to close individual learning gaps.

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?

As mentioned in the Greatest Need Section, the current California School Dashboard indicates that the overall ELA/Math performance for English Learners is two or more performance levels below the “all student performance”. Again, based on that data, we have refocused our English Learner Program to better meet the learning needs for our EL students. A portion of weekly Grade level Collaboration Meetings now concentrates on specific instructional strategies to enhance EL learning. The services of our Instructional Coach are now more tightly focused improving English Learner instruction by our Teachers. Also, Common Formative Assessments are analyzed and monitored by Grade Level Collaboration Teams and Administrative Support Staff to ensure EL instruction is effective. In addition, English Learner students are now encouraged to participate in After School EL Tutoring designed to close individual learning gaps.

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 Elmwood SPSA was developed in collaboration with the Elmwood School Site Council, which consists of Parents and Teachers. During the September, October and November 2017 SSC Meetings, student academic performance data was reviewed and discussed. Then, SPSA Goals for the 2017 - 2020 school years were developed and discussed during these meetings. The School-wide Innovation Team, which consists of Grade Level Facilitators also played an integral role in providing input into the development of the Elmwood SPSA.

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

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

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

Strategic Area of Focus

Academic Student Achievement

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

Student Interventions

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

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

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 By July of 2018, the percentage of all students (grades K-8) meeting their expected Reading growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.</p>	<p>*Enhanced Teacher collaboration meetings to emphasize quality implementation of the District's Units of Study ELA Curriculum to improve student instruction. *Instructional Coaching in ELA will be provided to assist Teachers in instructional improvement. *Title 1 and LCFF funds will be used to provide ELA supplementary material to enhance instruction. *Bilingual Aides to assist with English Learner ELA Instruction. *AVID Strategies will be implemented by Teachers in targeted grades to help improve classroom ELA instruction.</p>	<p>ELA Measures of Academic Progress (MAP) results. Grade Level ELA Common Formative Assessment results.</p>	<p>Weekly monitoring of Grade Level Innovation Team Meetings. Monthly Action Walks by School Level Innovation Team Members and Support Staff. Grade Level Academic Conferences held each Trimester.</p>	<p>\$26,801 \$20,100.50 \$46,901.50 \$9,528 \$28,446 \$51,690 \$12,500 \$5,000 \$2,500 \$1,366.50 \$34,664 \$1,568 \$4,462.50</p>	<p>Title 1 Title I LCFF Title 1 Title 1 LCFF Title I LCFF LCFF LCFF Title I Title I</p>	<p>19101 - Instructional Coach 19101 - Program Specialist 19101 - Program Specialist 11700 - Teacher Substitute 43110 - Instructional Materials 43110 - Instructional Materials 44000 - Equipment 44000 - Equipment 43200 - Non-Instructional Materials 42000 - Books 21101 - Bilingual Assistants 56590 - Maintenance Agreement 58450 - License Agreement</p>
<p>1.2 By July of 2018, the percentage of all students (grades K-8) meeting their</p>	<p>*Enhanced Teacher collaboration meetings to emphasize quality</p>	<p>Math Measures of Academic Progress (MAP) results.</p>	<p>Weekly monitoring of Grade Level Innovation</p>	<p>\$26,801</p>	<p>Title 1</p>	<p>19101 - Instructional Coach</p>

<p>expected Math growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.</p>	<p>implementation of the District's Units of Study Math Curriculum to improve student instruction. *Instructional Coaching in Math will be provided to assist Teachers in instructional improvement. *Title 1 and LCFF funds will be used to provide Math supplementary material to enhance instruction. *Bilingual Aides to assist with English Learner Math Instruction. *AVID Strategies will be implemented by Teachers in targeted grades to help improve classroom Math instruction.</p>	<p>Grade Level Math Common Formative Assessment results.</p>	<p>Team Meetings.</p>	<p>\$9,528</p>	<p>Title 1</p>	<p>11700 - Teacher Substitute</p>
			<p>Monthly Action Walks by School Level Innovation Team Members and Support Staff.</p>	<p>\$28,446</p>	<p>Title 1</p>	<p>43110 - Instructional Materials</p>
			<p>Grade Level Academic Conferences held each Trimester.</p>	<p>\$51,690</p>	<p>LCFF</p>	<p>43110 - Instructional Coach</p>
			<p></p>	<p>\$34,664</p>	<p>LCFF</p>	<p>21101 - Bilingual Assistants</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
<p>2.1 By July of 2019, the percentage of all students (grades K-8) meeting their expected Reading growth on the Measures of Academic Progress (MAP) will increase an additional 10 percentage points (compared to July 2018 results) of the percentage of students and shall have no less than 25 percent proficient in ELA.</p>	<p>*Refinement of Teacher collaboration meetings to emphasize quality implementation of the District's Units of Study ELA Curriculum to improve student instruction. *Targeted Instructional Coaching in ELA will be provided to assist Teachers in instructional improvement. *Title 1 and LCFF funds will be used to provide ELA supplementary material to enhance instruction. *Bilingual Aides to assist with English Learner ELA Instruction. *AVID Strategies will be implemented by Teachers in all grades to help improve classroom ELA instruction.</p>	<p>ELA Measures of Academic Progress (MAP) results. Grade Level ELA Common Formative Assessment results.</p>	<p>Weekly monitoring of Grade Level Innovation Team Meetings. Monthly Action Walks by School Level Innovation Team Members and Support Staff. Grade Level Academic Conferences held each Trimester.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>
<p>2.2 By July of 2019, the percentage of all students (grades K-8) meeting their expected Math growth on the Measures of Academic Progress (MAP) will increase an additional 10 percentage points (compared to July 2018 results) of the percentage of</p>	<p>*Refinement of Teacher collaboration meetings to emphasize quality implementation of the District's Units of Study Math Curriculum to improve student instruction. *Targeted Instructional Coaching in Math will be provided to</p>	<p>Math Measures of Academic Progress (MAP) results. Grade Level Math Common Formative Assessment results.</p>	<p>Weekly monitoring of Grade Level Innovation Team Meetings. Monthly Action Walks by School Level Innovation Team Members and Support Staff.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>

<p>students and shall have no less than 25 percent proficient in Math.</p>	<p>assist Teachers in instructional improvement. *Title 1 and LCFF funds will be used to provide Math supplementary material to enhance instruction. *Bilingual Aides to assist with English Learner Math Instruction. *AVID Strategies will be implemented by Teachers in all grades to help improve classroom Math instruction.</p>		<p>Grade Level Academic Conferences held each Trimester.</p>		
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 By July of 2020, the percentage of all students (grades K-8) meeting their expected Reading growth on the Measures of Academic Progress (MAP) will increase an additional 10 percentage points (compared to July 2019 results) of the percentage of students and shall have no less than 30 percent proficient in ELA.</p>	<p>*Continued refinement of Teacher collaboration meetings to emphasize quality implementation of the District's Units of Study ELA Curriculum to improve student instruction. *Intensive Instructional Coaching in ELA will be provided to assist Teachers in instructional improvement. *Title 1 and LCFF funds will be used to provide ELA supplementary material to enhance instruction. *Bilingual Aides to assist with English Learner ELA Instruction. *AVID Strategies will be implemented by Teachers in all grades to help improve classroom ELA instruction.</p>	<p>ELA Measures of Academic Progress (MAP) results. Grade Level ELA Common Formative Assessment results.</p>	<p>Weekly monitoring of Grade Level Innovation Team Meetings. Monthly Action Walks by School Level Innovation Team Members and Support Staff. Grade Level Academic Conferences held each Trimester.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>
<p>By July of 2020, the percentage of all students (grades K-8) meeting their expected Math growth on the Measures of Academic Progress (MAP) will increase an additional 10 percentage points (compared to July 2019 results) of the percentage of</p>	<p>*Continued refinement of Teacher collaboration meetings to emphasize quality implementation of the District's Units of Study Math Curriculum to improve student instruction. *Intensive Instructional</p>	<p>Math Measures of Academic Progress (MAP) results. Grade Level Math Common Formative Assessment results.</p>	<p>Weekly monitoring of Grade Level Innovation Team Meetings. Monthly Action Walks by School Level Innovation Team</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>

<p>students and shall have no less than 30 percent proficient in Math.</p>	<p>Coaching in Math will be provided to assist Teachers in instructional improvement. *Title 1 and LCFF funds will be used to provide Math supplementary material to enhance instruction. *Bilingual Aides to assist with English Learner Math Instruction. *AVID Strategies will be implemented by Teachers in all grades to help improve classroom ELA instruction.</p>		<p>Members and Support Staff. Grade Level Academic Conferences held each Trimester.</p>			
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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
<p>1.1 By July of 2018, the Elmwood School daily attendance average will be 96%.</p>	<p>*Emphasis on the importance of daily, on-time student attendance will occur during Classroom Meetings, Elmwood Bear Talk Morning/Afternoon Announcements, Citizen of the Month Assemblies, Principal’s Honor Roll Assemblies, Student Advisory Committee Meetings, Parent Meetings and Workshops, and Back to School Night. *Excellent and improved student attendance will be recognized and incentivized at Classroom Meetings, Citizen of the Month Assemblies, Principal Honor Roll Assemblies, School Dances, Elmwood Parent Meetings and Workshops, and End of the Year Perfect Attendance Field Trip.</p>	<p>Teacher Lesson Plans, Daily Bear Talk Scripts, Parent Meeting Agendas, and Parent Workshop Agendas. Purchase Orders for Student Attendance Incentives.</p>	<p>Monitored weekly by Elmwood Support Staff.</p>	<p>\$18,077 \$12,569</p>	<p>Mandated Costs LCFF</p>	<p>43110 - Instructional and Non-Instructional Materials 12151 - Counselor</p>
<p>1.2 By July of 2018, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment.</p>	<p>*Peer Leaders Uniting Students (PLUS) Program is implemented with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in</p>	<p>Student Forums for targeted grades. A 5% reduction in the number of student</p>	<p>Monitored bi-monthly by Elmwood Support Staff.</p>	<p>\$1,500</p>	<p>LCFF PLUS</p>	<p>43200 - Non-Instructional Materials</p>

	<p>cultivating the positive school climate at Elmwood School.</p> <p>*Seasonal Intramural Sports designed to increase student engagement is provided for students during lunch recesses.</p>	<p>discipline incidents.</p> <p>Numbers of students participating in the Elmwood Intramural Sports Program.</p>				
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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>2.1 By July of 2019, the Elmwood School daily attendance average will be 96.5%.</p>	<p>*Continued emphasis on the importance of daily, on-time student attendance will occur during Classroom Meetings, Elmwood Bear Talk Morning/Afternoon Announcements, Citizen of the Month Assemblies, Principal’s Honor Roll Assemblies, Student Advisory Committee Meetings, Parent Meetings and Workshops, and Back to School Night. *Again, excellent and improved student attendance will be recognized and incentivized at Classroom Meetings, Citizen of the Month Assemblies, Principal Honor Roll Assemblies, School Dances, Elmwood Parent Meetings and Workshops, and End of the Year Perfect Attendance Field Trip.</p>	<p>Teacher Lesson Plans, Daily Bear Talk Scripts, Parent Meeting Agendas, and Parent Workshop Agendas. Purchase Orders for Student Attendance Incentives.</p>	<p>Monitored weekly by Elmwood Support Staff.</p>	<p>\$18,077</p>	<p>Mandated Costs</p>	<p>43110 - Instructional and Non-Instructional Materials</p>
<p>2.2 By July of 2019, school climate and safety of all stakeholders will continue to improve by providing a</p>	<p>*Continued implementation of the Peer Leaders Uniting Students (PLUS) Program with 6th - 8th students to support Positive</p>	<p>Student Forums for targeted grades. A 5% reduction in the number of</p>	<p>Monitored bi-monthly by Elmwood Support Staff.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>

welcoming and safe environment.	Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Elmwood School. *Continued implementation of the Seasonal Intramural Sports designed to increase student engagement is provided for students during lunch recesses.	student discipline incidents. Numbers of students participating in the Elmwood Intramural Sports Program.				
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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 By July of 2020, the Elmwood School daily attendance average will be 97%.	*Continued emphasis on the importance of daily, on-time student attendance will occur during Classroom Meetings, Elmwood Bear Talk Morning/Afternoon Announcements, Citizen of the Month Assemblies, Principal's Honor Roll Assemblies, Student Advisory Committee Meetings, Parent Meetings and Workshops, and Back to School Night. *Again, excellent and improved student	Teacher Lesson Plans, Daily Bear Talk Scripts, Parent Meeting Agendas, and Parent Workshop Agendas. Purchase Orders for Student Attendance Incentives.	Monitored weekly by Elmwood Support Staff.	\$18,077	Mandated Costs	43110 - Instructional and Non-Instructional Materials

	attendance will be recognized and incentivized at Classroom Meetings, Citizen of the Month Assemblies, Principal Honor Roll Assemblies, School Dances, Elmwood Parent Meetings and Workshops, and End of the Year Perfect Attendance Field Trip.					
3.2 By July of 2020, school climate and safety of all stakeholders will continue to improve by providing a welcoming and safe environment.	<p>*Continued implementation of the Peer Leaders Uniting Students (PLUS) Program with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Elmwood School.</p> <p>*Continued implementation of the Seasonal Intramural Sports designed to increase student engagement is provided for students during lunch recesses.</p>	<p>Student Forums for targeted grades.</p> <p>A 5% reduction in the number of student discipline incidents.</p> <p>Numbers of students participating in the Elmwood Intramural Sports Program.</p>	Monitored bi-monthly by Elmwood Support Staff.	To Be Determined.	To Be Determined.	To Be Determined.

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
<p>1.1 During the 16/17 school year a total of 165 parents attended Elmwood Parent Workshops. In order to promote more involvement of parents and community members in the education of their children, by July 2018, Elmwood will increase the number of parents participating in our Parents Workshops by 5%.</p>	<p>*Elmwood will provide monthly Parent Workshops in order to empower and train parents in supporting the learning of their children. *Books and materials will be provided to parents attending the workshops to help support their children’s learning.</p>	<p>Scheduled Monthly Parent Workshops. Agendas and sign-In sheets for each Parent Workshop.</p>	<p>Monitored monthly by the Elmwood Support Staff.</p>	<p>\$2,000 \$1,575 \$2,617</p>	<p>LCFF Title 1 Title 1</p>	<p>43400 - Parent Meeting. 43200 - Non-Instructional Materials. 43400 - Parent Meeting.</p>
<p>1.2 By April 2018, Elmwood School will offer a Family Literacy Program for our English Learner Parents in order to promote a stronger Parental Partnership in establishing family reading routines.</p>	<p>*Elmwood will offer a series of 10 workshops designed to establish family reading routines for Spanish speaking parents. It involves family reading for Hispanic parent involvement, vocabulary development, and English language development for parents and their children.</p>	<p>Scheduled Family Literacy Workshops. Agendas and sign-in sheets for each Family Literacy Workshop.</p>	<p>Monitored weekly from January 2018 to March 2018.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>1.3 By July 2018, the Elmwood Principal’s Student Advisory Committee will have eight monthly meetings.</p>	<p>*The Elmwood Principal’s Student Advisory Committee is established to give students in the 6th through 8th grades (14 students total) the opportunity to provide input to the administration on current student issues and concerns.</p>	<p>Principal’s Student Advisory Committee Meeting Agendas. Principal’s Student Advisory Committee Feedback Survey.</p>	<p>Monitored monthly by the Elmwood Support Staff.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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
<p>2.1 By July 2019, Elmwood will increase the number of parents participating in our Elmwood Parent Workshops by 5% when compared to the 17/18 school year.</p>	<p>*Elmwood will continue to provide monthly Parent Workshops in order to empower and train parents in supporting the learning of their children.</p> <p>*Books and materials will be provided to parents attending the workshops to help support their children's learning.</p>	<p>Scheduled Monthly Parent Workshops.</p> <p>Agendas and sign-In sheets for each Parent Workshop.</p>	<p>Monitored monthly by the Elmwood Support Staff.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>	<p>To Be Determined.</p>
<p>2.2 By April 2019, Elmwood School will offer a Family Literacy Program for our English Learner Parents in order to promote a stronger Parental Partnership in establishing family reading routines.</p>	<p>*Elmwood will continue to offer a series of 10 workshops designed to establish family reading routines for Spanish speaking parents. It involves family reading for Hispanic parent involvement, vocabulary development, and English language development for parents and their children.</p>	<p>Scheduled Family Literacy Workshops.</p> <p>Agendas and sign-in sheets for each Family Literacy Workshop.</p>	<p>Monitored weekly from January 2019 to March 2019.</p>	<p>N/A</p>	<p>N/A</p>	<p>NA</p>
<p>2.3 By July 2019, the Elmwood Principal's Student Advisory Committee will have eight monthly meetings.</p>	<p>*Continued establishment of the Elmwood Principal's Student Advisory Committee in order to give students in the 6th through 8th grades (14 students total) the opportunity to provide input to the administration on current student</p>	<p>Principal's Student Advisory Committee Meeting Agendas.</p> <p>Principal's Student Advisory Committee Feedback Survey.</p>	<p>Monitored monthly by the Elmwood Support Staff.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

	issues and concerns.					
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 By July 2020, Elmwood will increase the number of parents participating in our Elmwood Parent Workshops by 5% when compared to the 18/19 school year.</p>	<p>*Elmwood will continue to provide monthly Parent Workshops in order to empower and train parents in supporting the learning of their children.</p> <p>*Books and materials will be provided to parents attending the workshops to help support their children's learning.</p>	<p>Scheduled Monthly Parent Workshops.</p> <p>Agendas and sign-In sheets for each Parent Workshop.</p>	<p>Monitored monthly by the Elmwood Support Staff.</p>	<p>To Be Determined.</p>	<p>To Be Determined</p>	<p>To Be Determined.</p>
<p>3.2 By April 2020, Elmwood School will offer a Family Literacy Program for our English Learner Parents in order to promote a stronger Parental Partnership in establishing family reading routines.</p>	<p>*Elmwood will continue to offer a series of 10 workshops designed to establish family reading routines for Spanish speaking parents. It involves family reading for Hispanic parent involvement, vocabulary development, and English language development for parents and their children.</p>	<p>Scheduled Family Literacy Workshops.</p> <p>Agendas and sign-in sheets for each Family Literacy Workshop.</p>	<p>Monitored weekly from January 2020 to March 2020.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>3.3 By July 2020, the Elmwood Principal's Student Advisory Committee will have eight monthly meetings.</p>	<p>*Continued establishment of the Elmwood Principal's Student Advisory Committee in order to give students in the 6th through 8th grades (14 students total) the opportunity to provide input to the administration on current student issues and concerns.</p>	<p>Principal's Student Advisory Committee Meeting Agendas.</p> <p>Principal's Student Advisory Committee Feedback Survey.</p>	<p>Monitored monthly by the Elmwood Support Staff.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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
John D. Semillo			X			
Kim Seals	8/2017	8/2019				X
Jeseka Martinez	8/2017	8/2019				X
Adriana Ferreira	8/2017	8/2019				X
Chris Jones	8/2017	8/2019				X
Maricela Cabral	8/2016	8/2018				X
Javier Valencia	8/2016	8/2018		X		
Lynda Goodman	8/2016	8/2018		X		
Stephanie Chamberlain	8/2017	8/2019			X	
Michelle Feingold	8/2017	8/2019		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: ELMWOOD ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional-General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute			19,056		\$ 19,056.00	Goal 1 - 1, 2
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			40,201		\$ 40,201.00	Goal 1 - 1, 2
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1, 2
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		\$ -	\$ 112,859.00	\$ -	\$ 112,859.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			56,892		\$ 56,892.00	Goal 1 - 1, 2
43200	Non-Instructional Materials		1,575			\$ 1,575.00	Goal 3 - 1
43400	Parent Meeting		2,617			\$ 2,617.00	Goal 3 - 1
44000	Equipment			25,000		\$ 25,000.00	Goal 1 - 1, 2
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 4,192.00	\$ 81,892.00	\$ -	\$ 86,084.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			3,136		\$ 3,136.00	Goal 1 - 1, 2
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement			8,925		\$ 8,925.00	Goal 1 - 1, 2
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 12,061.00	\$ -	\$ 12,061.00	
	Total		\$ 4,192.00	\$ 206,812.00	\$ -	\$ 211,004.00	
	Differential		-	-		-	
	2016-17 Carryover		39	56,214		56,253	
	Revised 2017-18 Allocation		4,153	150,598		154,751	
			4,192	206,812		211,004	

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

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET	
			Instructional-L-SC E/General	Extended Day/Year		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute				\$ -	
12151	Counselor		12,569		\$ 12,569.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		93,803		\$ 93,803.00	Goal 1 - 1, 2
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		69,328		\$ 69,328.00	Goal 1 - 1, 2
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 175,700.00	\$ -	\$ 175,700.00	
Books & Supplies						
42000	Books		2,733		\$ 2,733.00	Goal 1 - 1, 2
43110	Instructional Materials		103,380		\$ 103,380.00	Goal 1 - 1, 2
43200	Non-Instructional Materials		5,000		\$ 5,000.00	Goal 1 - 1, 2
43400	Parent Meeting		2,000		\$ 2,000.00	Goal 3 - 1
44000	Equipment		10,000		\$ 10,000.00	Goal 1 - 1, 2
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 123,113.00	\$ -	\$ 123,113.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ -	\$ -	\$ -	
	Total		\$ 298,813.00	\$ -	\$ 298,813.00	
	Differential		-		-	
	Allocations		298,813		298,813	