2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Harrison Elementary School
Address:	3203 Sanguinetti Lane Stockton, Ca 95205
CDS Code:	6042618
District:	Stockton Unified School District
Principal:	Christina Katen
Revision Date:	January 8, 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:	Christina Katen
Position:	Principal
Phone Number:	209-933-7205
E-mail Address:	ckaten@stocktonusd.net

Contents

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)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

☐ 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.
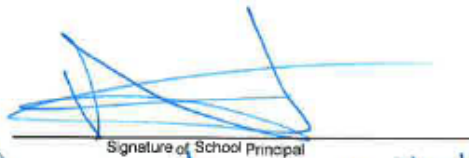
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on ___1/8/18___.

Attested:

Christina Katen
_____
Typed Named of School Principal

_____
Signature of School Principal

3/1/18
_____
Date

Samantha McMurtrie
_____
Typed Named of SSC Chairperson

_____
Signature of SSC Chairperson

3/1/18
_____
Date

Mission

Insert the school site's mission.

Learning is our core purpose.

Vision

Insert the school site's vision.

Harrison Elementary provides a well-rounded education including core subjects, technology, fine arts, athletic competitions, academic competitions and other opportunities to excel. Students exit the school performing at grade level or above and are prepared for academic and personal success at the next level.

School Site Story

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

Elementary Grade Levels K-8 Total Enrollment 673

Grade TK 23	Grade 2 59	Grade 5 65	Grade 7 80
Grade K 76	Grade 3 56	Grade 6 64	Grade 8 69
Grade 1 91	Grade 4 68		

Student Demographics - Percent of School Enrollment

American Indian or Alaska Native 1.5%	Filipino 2.6%	White 10.3%
Asian 12.8%	Hispanic or Latino 61.0%	Two or More Races 2.0%
Native Hawaiian or Pacific Islander 0.7%	Black or African American 9.2%	

Special Programs - Percent of School Enrollment

English Learners 35.4% Free/Reduced Price Meals 88.4%	Title 1 - Schoolwide Plan Languages of English Learners - Spanish 77.3% Khmer (Cambodian) 2.8% Arabic 7.9% Hmong 3.7% Filipino 2.6% All Other 6.5%

Certificated Staffing Information - Percent of Certificated Staff by Ethnicity

White 59.3% Hispanic/Latino 22.2% African American 7.4%	Asian 7.4% 2 or More Races 3.7%

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Increase academic proficiency language arts, ELD, and math
- Professional Learning Community with a focus on student improvement
- PLTW and AVID schoolwide

Identify the major expenditures supporting these priorities.
- Instructional Coach
- AVID, PLTW, and PLC professional development
- Substitute Coverage

Plan Implementation

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

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
  - Instructional coach monitored and provided professional development
  - Teachers received professional development
  - Provided tutoring after school and on 10 Saturday's to students that were qualified to participate
  - Teachers were provided time for Academic Conferences and time to receive additional supports
- 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.
  - All strategies were implemented
- What specific actions related to those strategies were eliminated or modified during the year?
  - No strategies were eliminated or modified.
- Identify barriers to full or timely implementation of the strategies identified above.
  - Time and other school wide issues caused a barrier to fully implementation
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
  - No actions were taken.
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
  - Implementation of the strategies were not fully implemented to have schoolwide growth.
- What data did you use to come to this conclusion?
  - Coaching logs and agendas

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

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- Identify those strategies or activities that were particularly effective in improving student achievement.
  - Instructional coach monitored and provided professional development
  - Teachers received professional development on strategies for PLTW and AVID
  - Provided tutoring to students
  - Teachers were provided time to collaborate
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
  - Instructional coach monitored and provided professional development*
    - Increase in use of strategies in classroom instruction
    - Increase in MAP scores for ELA and Math
  - Teachers received professional development on strategies for PLTW and AVID
    - Increase in use of strategies in classroom instruction
    - Increase in MAP scores
  - Provided tutoring to students
    - Assessment data for students participating in after school tutoring
  - Teachers were provided time to collaborate
    - Records of teams using the collaborative team process form.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
  - Collaboration activities were minimally effective
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement.
  - Lack of ongoing professional development and follow-up on the collaborative team process form.

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?

- How was the School Site Council (SSC) involved in development of the plan?
  - o The Single Plan was developed and presented to the SSC for input.
- How were advisory committees involved in providing advice to the SSC?
  - o The school plan was presented to the advisory committees for review and input.
- How was the plan monitored during the school year?
  - o The plan was minimally monitored throughout the year.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
  - o A team needs to be developed to develop, present, and monitor the plan.

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?

- Identify any goals (priorities) in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
  - o Instructional coach monitored and provided professional development
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
  - o Teachers received professional development on strategies for PLTW and AVID
  - o Provided tutoring to students
  - o Teachers were provided time to collaborate
- List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
  - o Teachers were provided time to collaborate
- Based on this information, what might be some recommendations for future steps to meet this goal?
  - o Provide ongoing professional development for all teachers in AVID, PLTW, and PLC
  - o Academic Conferences to provide more direct instruction on developing a collaborative culture and professional development

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.

English Language Arts/Literacy
1. Low achievement across the board.
2. Overall, 18%, 53 students Met or Exceeded Standards on ELA. 82%. 240 students to not meet the achievement standard.
3. The Research/Inquiry claim performance indicated:
   a. Reading 39.2% were near standard, 55.3% were below standard
   b. Writing 8.9% above standard, 37.5% near standard, 53.6% below standard
   c. Listening 58% near standard, 39.2 % below standard
   d. Research/Inquiry 6.8% above standard, 39.2% near standard, 53.9% below standard

Mathematics
1. Overall, 16%, 48 students met or exceeded standards on Math. 84%. 247 students to not meet the achievement standard.
2. The Research/Inquiry claim performance indicated:
   a. Concepts and Procedures 7.8% above standards, 33.2% were near standard, 59% were below standard
   b. Problem Solving & Modeling/Data 39.7% near standard, 57.3% below standard
   c. Communicating Reasoning 44.7% near standard, 50.5% below standard

CELDT (Annual Assessment) Results
1. <u>**2017 CELDT**</u>
   a. Performance Level 1 – 45 Student Count
   b. Performance Level 2 – 47 Student Count
   c. Performance Level 3 – 66 Student Count
   d. Performance Level 4 – 19 Student Count
   e. Performance Level 5 – 3 Student Count

By the end of 2017-18, 29% (58 students) will be Reclassified Fluent English Proficient (RFEP), based on SUSDs reclassification criteria. 39 students were reclassified in 2016-17.

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?

When referring to the California School Dashboard, Harrison did not have any area that was identified any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category.

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?

The six student subgroups that were identified on the California School Dashboard are English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Asian, and Hispanic.

Academic ELA Indicator: In this indicator, "All Students" is designated as "Yellow".
Academic Math Indicator: In this indicator, "All Students" is designated as "Yellow".

Action Plan
- Data analysis of UOS focused on priority standards with action steps
- MAP data wall with student growth targets, levels, and goals
- Tutoring offered every grade at least two days a week with targeted students
- Parent, student, teacher conferences based on students academic data and goal setting
- Monthly Academic Conferences analyzing student data and planning action steps
.

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.

Involvement/Governance – SSC agendas/minutes, ELAC agendas/minutes, Parent Involvement activities/meetings,

- How was the School Site Council (SSC) involved in development of the plan?
    - o   The Single Plan was developed and presented to the SSC for input.
- How were advisory committees involved in providing advice to the SSC?
    - o   The school plan was presented to the advisory committees for review and input.
- How was the plan monitored during the school year?
    - o   The plan was minimally monitored throughout the year.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
    - o   A team needs to be developed to develop, present, and monitor the plan.

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

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

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

Strategic Area of Focus

Academic Student Achievement

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

Student Interventions

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

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

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.	Agendas, action plan, classroom observations, Coaching hours, # of teachers receiving coaching and the # of hours coaching	Monthly	$25,000 (Teacher Substitute Pay) $53,602 (Salary/Benefits) $10,000 (Conference)	Title I	11700 19101 52150
1.2 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph	Teacher technology usage · Teacher log · Observations Student technology usage	Monthly	$35,476(Salary /Benefits) $29,578 $20,019 (Instructional Materials) $5,000 $40,000 (Equipment)	Title 1 LCFF	241014311 044000 56590 58450

		Common Formative Assessments		$6,400 (Maintenance Agreement) $6,712 (License Agreement		
	paper, headphones, folders, post-its, 3" binders, planners, etc.), books, technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, chromebooks, etc.), web-based programs (e.g. Accelerated Reader, etc.), etc.					
1.3 Student Interventions	Provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as Saturday School, ELPAC Bootcamp. etc.	Agendas, action plan, classroom observations, student performance data, pre/post assessments	Monthly	$16,000 $12,000 (Teacher Additional Comp)	LCFF Title 1	1150011500
1.4 Academic Student Achievement	Advancement Via Individual Determination (AVID) Harrison School will implement AVID schoolwide with elective classes for students who meet the AVID student profile in 7th and 8th grade and will implement AVID Elementary at grades K-5. AVID Curriculum and Materials, AVID Tutors,	Agendas, action plan, classroom observations, student performance data, pre/post assessments	Monthly	$11,758 (Conference)	Title 1	52150

	AVID Conference, AVID Field Trip, etc.					

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.	Agendas, action plan, classroom observations, Coaching hours, # of teachers receiving coaching and the # of hours coaching	Monthly	$22,000 (Teacher Substitute Pay) $53,602 (Salary/Benefits) $57,964 $86,920 (Salary/Benefits 1 FTE Program Specialist)	Title I LCFF	11700 19101 19101
2.2 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph	Teacher technology usage · Teacher log · Observations Student technology usage	Monthly	$6,108 $7,471 (Instructional Materials) $6,400 $3,100 (Maintenance Agreement) $6,800	Title 1 LCFF	43110 44000 56590 58450

	paper, headphones, folders, post-its, 3" binders, planners, etc.), books, technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, chromebooks, etc.), web-based programs (e.g. Accelerated Reader, etc.), etc.	Common Formative Assessments		(License Agreement		
2.3 Student Interventions	Provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as ELPAC Bootcamp. etc.	Agendas, action plan, classroom observations, student performance data, pre/post assessments	Monthly	$3,500 (Teacher Additional Comp)	LCFF Title 1	11500
2.4 Academic Student Achievement	Advancement Via Individual Determination (AVID) Harrison School will implement AVID schoolwide with elective classes for students who meet the AVID student profile in 7th and 8th grade and will implement AVID Elementary at grades K-5. AVID Curriculum and Materials, AVID Tutors, AVID	Agendas, action plan, classroom observations, student performance data, pre/post assessments	Monthly	$0		

	Conference, AVID Field Trip, etc.					

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.	Agendas, action plan, classroom observations, Coaching hours, # of teachers receiving coaching and the # of hours coaching	Monthly	$22,000 (Teacher Substitute Pay) $53,602 (Salary/Benefits) $57,964 $86,920 (Salary/Benefits 1 FTE Program Specialist)	Title I LCFF	11700 19101 19101
3.2 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph	Teacher technology usage · Teacher log · Observations Student technology usage	Monthly	$6,108 $7,471 (Instructional Materials) $6,400 $3,100 (Maintenance Agreement) $6,800	Title 1 LCFF	43110 44000 56590 58450

	paper, headphones, folders, post-its, 3" binders, planners, etc.), books, technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, chromebooks, etc.), web-based programs (e.g. Accelerated Reader, etc.), etc.	Common Formative Assessments		(License Agreement		
3.3 Student Interventions	Provide extended support after school through small group instruction and tutoring opportunities for all students determined to be in need of strategic support such as ELPAC Bootcamp. etc.	Agendas, action plan, classroom observations, student performance data, pre/post assessments	Monthly	$3,500 (Teacher Additional Comp)	LCFF Title 1	11500
3.4 Academic Student Achievement	Advancement Via Individual Determination (AVID) Harrison School will implement AVID schoolwide with elective classes for students who meet the AVID student profile in 7th and 8th grade and will implement AVID Elementary at grades K-5. AVID Curriculum and Materials, AVID Tutors, AVID	Agendas, action plan, classroom observations, student performance data, pre/post assessments	Monthly	$0		

	Conference, AVID Field Trip, etc.					

LCAP GOAL 2: Safe and Healthy Learning Environments

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

Strategic Area of Focus

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Coast to Coast STEM & Soccer Program, etc.), etc. to improve student behavior and attendance.	# of discipline referrals # of students suspended # of student suspensions related to non-instructional time # of student attending school # of student attending on time	Monthly	$20,520 (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 impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Coast to Coast STEM & Soccer Program, etc.), etc. to improve student behavior and attendance.	# of discipline referrals # of students suspended # of student suspensions related to non-instructional time # of student attending school # of student attending on time	Monthly	$20,520 (Consultants - Instructional) $54,918 (Salary/Benefits - 1 FTE Counselor)	LCFF	58100 12151

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities (e.g., Coast to Coast STEM & Soccer Program, etc.), etc. to improve student behavior and attendance.	# of discipline referrals # of students suspended # of student suspensions related to non-instructional time # of student attending school # of student attending on time	Monthly	$20,520 (Consultants - Instructional) $54,918 (Salary/Benefits - 1 FTE Counselor)	LCFF	58100 12151

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as Academic Parent Teacher Teams (APTT) to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	$51,376 (Salary/Benefits) $400 (Books) $1,000 (Non-Instructional Materials) $1,400 $27 (Parent Meeting)	LCFF Title I	29101 42000 43200 43400

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as Academic Parent Teacher Teams (APTT) to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	$488 (Books) $1,000 (Non-Instructional Materials) $1,400 $27 (Parent Meeting)	LCFF Title I	42000 43200 43400

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as Academic Parent Teacher Teams (APTT) to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference	Monthly	$488 (Books) $1,000 (Non-Instructional Materials) $1,400 $27 (Parent Meeting)	LCFF Title I	42000 43200 43400

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Christina Katen			X			
Samantha Holman - Parliamentarian	8/17	8/19		X		
Nicholas Golden	8/16	8/18		X		
Andrea Kosier - Secretary	8/16	8/18		X		
Veronica Torres	9/17	9/19			X	
Samantha McMurtrie - Chairperson	8/16	8/18				X
Liney Ambriz	8/16	8/18				X
Yadira Magana - Vice-Chairperson	8/16	8/18				X
Alicia Orozco	9/17	9/19				X
Dave Clement	9/17	9/19				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: HARRISON 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			12,000		$ 12,000.00	Goal 1 - 3
	11700	Teacher Substitute			25,000		$ 25,000.00	Goal 1-1
	12151	Counselor					$ -	
	13201	Assistant Principal					$ -	
	19101	Program Specialist					$ -	
	19101	Instructional Coach			53,602		$ 53,602.00	Goal 1 - 1
	19500	Instr. Coach-Add Comp					$ -	
	21101	Instructional Assistant					$ -	
	21101	CAI Assistant					$ -	
	21101	Bilingual Assistant					$ -	
	24101	Library Media Clerk					$ -	
	29101	Community Assistant					$ -	
		Additional Comp/Hourly					$ -	
		Montessori Assistant					$ -	
		TOTAL PERSONNEL COST		$ -	$ 90,602.00	$ -	$ 90,602.00	
Books & Supplies								
	42000	Books		478			$ 478.00	Goal 3 - 1
	43110	Instructional Materials			29,578		$ 29,578.00	Goal 1 -2
	43200	Non-Instructional Materials		1,000			$ 1,000.00	Goal 3 - 1
	43400	Parent Meeting		1,427			$ 1,427.00	Goal 3 - 1
	44000	Equipment			5,000		$ 5,000.00	Goal 1 - 2
	43150	Software					$ -	
		Sub-Total-Supplies		$ 2,905.00	$ 34,578.00	$ -	$ 37,483.00	
Services								
	57150	Duplicating					$ -	
	57250	Field Trip-District Trans					$ -	
	57160	Nurses					$ -	
	57400	CorpYard					$ -	
	56590	Maintenance Agreement			6,400		$ 6,400.00	Goal 1 - 2
	56530	Equipment Repair					$ -	
	52150	Conference			11,758		$ 11,758.00	Goal 1 - 4
	59140	Telephone					$ -	
	58450	License Agreement					$ -	
	58720	Field Trip-Non-District Trans					$ -	
	58920	Pupil Fees					$ -	
	58100	Consultants-instructional					$ -	
	58320	Consultants-Noninstructional					$ -	
		Sub-total-Services		$ -	$ 18,158.00	$ -	$ 18,158.00	
		Total		$ 2,905.00	$ 143,338.00	$ -	$ 146,243.00	
		Differential		-	-		-	
		2016-17 Carryover		27	38,961		38,988	
		Revised 2017-18 Allocation		2,878	104,377		107,255	
				2,905	143,338		146,243	

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

	Object	Description	FTE	LCFF/SCE 23030 InstructionaL-SCE/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
	11500	Teacher - Add Comp		16,000		$ 16,000.00	Goal 1 - 3
	11700	Teacher Substitute				$ -	
	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		35,476		$ 35,476.00	Goal 1 - 2
	29101	Community Assistant		51,376		$ 51,376.00	Goal 3 - 1
						$ -	
						$ -	
		TOTAL PERSONNEL COST		$ 102,852.00	$ -	$ 102,852.00	
Books & Supplies							
	42000	Books				$ -	
	43110	Instructional Materials		20,019		$ 20,019.00	Goal 1 - 2
	43200	Non-Instructional Materials				$ -	
	43400	Parent Meeting				$ -	
	44000	Equipment		40,000		$ 40,000.00	Goal 1 - 2
	43150	Software				$ -	
		Sub-Total-Supplies		$ 60,019.00	$ -	$ 60,019.00	
Services							
	57150	Duplicating				$ -	
	57250	Field Trip-District Trans				$ -	
	57160	Nurses				$ -	
	57400	CorpYard				$ -	
	56590	Maintenance Agreement				$ -	
	56530	Equipment Repair				$ -	
	52150	Conference		10,000		$ 10,000.00	Goal 1 - 1
	59140	Telephone				$ -	
	58450	License Agreement		6,712		$ 6,712.00	Goal 1 - 2
	58720	Field Trip-Non-District Trans				$ -	
	58920	Pupil Fees				$ -	
	58100	Consultants-instructional		20,520		$ 20,520.00	Goal 2 - 1
	58320	Consultants-Noninstructional				$ -	
		Sub-total-Services		$ 37,232.00	$ -	$ 37,232.00	
		Total		$ 200,103.00	$ -	$ 200,103.00	
		Differential		-		-	
		Allocations		200,103		200,103	