



**2017-2020**

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

### **Site Strategic Plan**

<b>School:</b>	Pulliam Elementary
<b>Address:</b>	230 Presidio Way
<b>CDS Code:</b>	6042741
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Brittony Billingslea
<b>Revision Date:</b>	January 4, 2018
<b>District Governing Board approved:</b>	April 10, 2018

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

<b>Contact Person:</b>	Brittony Billingslea
<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

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

*Robin Keld*  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

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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 4, 2018.

Attested:

Brittany Billingslea

\_\_\_\_\_  
Typed Name of School Principal

*[Signature]*  
\_\_\_\_\_  
Signature of School Principal

3-5-18  
\_\_\_\_\_  
Date

Alan Locke

\_\_\_\_\_  
Typed Name of SSC Chairperson

*[Signature]*  
\_\_\_\_\_  
Signature of SSC Chairperson

3-5-18  
\_\_\_\_\_  
Date

## ***Mission***

Insert the school site's mission.

Pulliam Elementary ensures a safe and positive environment so that all students learn at grade level or higher.

## ***Vision***

Insert the school site's vision.

Pulliam Elementary will be a high performing school where staff, families and community members collaborate to ensure that all students engage in a rigorous instructional and enrichment program so that they will be successful in high school and post-secondary pursuits.

## ***School Site Story***

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

Pulliam Elementary demographics are as follows: 21% Asian, 23% African American, 38% Hispanic and 7% Caucasian. 21% of the student population is ELD and 12% SPED. Schoolwide assessment data based on MAP scores is as follows: ELA-39% Intensive, 46% Strategic and 15% on grade level. Math-39% Intensive, 54% strategic, 8% on grade level. In order to raise student achievement Pulliam staff is provided professional development biweekly based on research based instructional strategies, Positive Behavior Intervention Strategies and building a culture of Professional Learning Communities. Teachers are learning how to use data to inform instruction and instructional strategies are modeled by the Principal, Instructional Coach and Program Specialist. School leaders also recognize that suspension rates are high; therefore, staff is receiving professional learning with classroom management and social and emotional strategies to proactively address student needs. There has been an increase of parent volunteers both in the classroom and to participate on parent committees. Student extra-curricular activities is also increasing as a means to build student connectedness to school and create a positive academic and learning environment.

## 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.
- Building Professional Learning Communities with a focus on student data.
- Providing teachers biweekly research-based instructional strategy professional development.
- Utilizing the Program Specialist and Instructional Coach to ensure that research-based instructional practices are used daily in every classroom.

### *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?
- The leadership team was established and attended district PLC professional development.
  - Eight teachers attended the PLC conference in June 2017
  - Grade level teams met weekly to identify student' strengths and weaknesses.
  - Professional learning community strategies are in the beginning stages of implementation. Ongoing professional development is required in order to build capacity for consistent implementation.
  - The program specialist and the instructional coach work alongside the teachers in order to provide support and coaching to improve instructional practices.
  - The foundation of the professional learning community process continues to be the focus since many teachers did not receive proper training.
  - The greatest barrier to implementation is building shared knowledge and capacity with all teachers in order to fulfill deep implementation that is data driven.
  - Targeted professional development for grade level teams and the master schedule will be adjusted for the 2017-2018 year to ensure that all grade level teams are able to collaborate at high levels.
  - Since collaborative teams are not fully implemented, data decisions are not being made resulting in a lack of improvement with MAP, SBAC and Units of Study.

## ***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

- o Targeting instructional coaching to ensure research based strategies are being implemented.
- o Planning faculty meetings to provide professional development on the PLC process and engagement strategies rather than “nuts and bolts” information.
- o Teaching students the purpose of the assessments and showing students how the results affect their educational path.
- o Since the PLC process was not consistently implemented or monitored, it had minimal effect on student achievement.
- o 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 timely implementation
  - Limited or ineffective professional development to support implementation
  - Lack of effective follow-up or coaching to support implementation
  - Not implemented with fidelity
  - Not appropriately matched to student needs/student population

Continuing it with the following modifications:

- Provide targeted ongoing professional development to the entire teaching staff by leveraging the knowledge of the leadership team and principal.
- Use faculty meetings as professional development rather than minutia.
- Monitor growth by observing classrooms daily, analyzing PLC agendas and formative assessments.

## ***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 SSC analyzed student achievement data and provided feedback based on the school goals and refinement of instructional practices. SSC also analyzed the school budget and provided recommendations based on student need.
  - Pulliam's ELAC committee also analyzed student data and provided feedback based on school goals. The team provided recommendations and ideas of how to improve school culture and student achievement.
  - The principal utilized a faculty meeting to present Pulliam's current reality and several data points so that the teaching staff has a global picture of the school. The leadership team then provided input based on Pulliam's success, barriers and areas of need.
  - The school plan is monitored through daily classroom observations, analysis of MAP scores and collaborative team discussions, the California Dashboard, parent committee discussions and feedback/input on the biweekly professional development provided to teachers
  - Surveying teachers, parents and students will occur to gather input.

## ***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?
- PLCs have been created and the teachers are in the beginning stages of the PLC cycle. Essential standards have been identified and formative assessments are being created.
  - The administration and leadership team analyzes data regularly and program adjustments have been made based on student need.
  - The effectiveness of the instructional coach is being monitored more frequently and new teachers are provided additional support as a result.
  - Research based instructional practices continue to be minimally implemented and the professional development provided to teachers has also not been applied by all, thus monitoring will be increased in order to focus of the school's reform and improvement.



## **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.

Smarter balance does not reflect much improvement; however, MAP Reading data identifies that the number of students on grade level has increased and the number of intensive students has decreased. In order to capitalize on this trend, the school plans on purchasing level readers for grades K-3 so that the teachers have the tools to provide instruction at every student's level. Furthermore, teachers at K-2 platoon during reading strategic time so that every student is provided intervention and enrichment according to their academic level. Also, Professional Learning Communities have been established and are being strengthened because of teacher professional development that is specifically designed to target how student data is collected and analyzed to inform instructional practices.

### **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?

According to the School dashboard, the greatest need to be addressed is the English Learner subgroup since their overall ELA scores decreased by 9.5%. Also, grades 3-8 overall score dropped 2 points. Pulliam teachers have not had consistent professional development before the change in leadership and 39% of the teaching staff is new; therefore, teachers need professional learning based on Common Core standards and how to utilize a variety of instructional strategies to meet the needs of the various levels in the classroom. Also, suspension rates are extremely high and in order to decrease the number of suspensions, Pulliam has established a system for student support based on the PBIS model. Every staff member has been trained and monthly assemblies have been designed to recognize positive student behavior. The school, along with the district, is establishing a Multi-Tiered Student Support model so that the students who are struggling academically and socially are able to access resources and receive support.

### **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?

According to the California Dashboard, all student groups declined in performance. The Hispanic and English Learner groups are very low and declined significantly (10-20 points). MAP data reflects the same decline in performance data with the English Learner student group. Professional Development is strategically designed for teachers to learn research based instructional strategies in order for all students to access the core curriculum. Furthermore, Pulliam is using the professional learning community model so that teachers are able to identify essential standards, build formative assessments and analyze assessment data to provide intervention and/or enrichment.

## 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.

School Site Council, English Learner Advisory Council and the entire teaching staff has analyzed student performance data in order to provide input to create the school goals. Also, based on the data and goals, the budget was established to ensure that the necessary resources are provided to achieve the goals.

## **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
<p><b>1.1</b> <b>Academic Student Achievement-English Language Arts and Math</b></p>	<p>Instructional Coach-The coach will assist teachers based on the coaching cycle by providing modeling and resources for ELA and Math instruction.</p>	<p>Approximately 5 teachers are being coached as measured by classroom observations and student performance data. Refine lesson plans, model additional lessons and provide additional support based on teacher request.</p>	<p>Every 9 weeks</p>	<p>\$53,602 (Salary/Benefits) \$15,000 (Teacher Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11500</p>
<p><b>1.2</b> <b>Academic Student Achievement- ELD</b></p>	<p>Instructional Coach-The coach will provide modeling and strategies for ELD instruction.</p>	<p>Approximately 5 teachers are being coached as measured by classroom observations and student performance data. Refine lesson plans, model additional lessons and provide additional support based on teacher request.</p>	<p>Every 9 weeks</p>	<p>See 1.0</p>	<p>See 1.0</p>	<p>See 1.0</p>
<p><b>1.3</b> <b>Academic Student Achievement-English Language Arts and Math, science, social science and ELD</b></p>	<p>The Program Specialist ensures that teachers are using ELA/math best practices based on student performance data. Helps teachers collect data and models how to disaggregate and analyze data to</p>	<p>Increase of data driven decision making while lesson planning. Academic conferences by grade level is another strategy to monitor the</p>	<p>Every 9 Weeks</p>	<p>\$56,282 \$77,722 (Salary/Benefits) \$24,500 \$5,000 (Equipment)</p>	<p>Title I LCFF</p>	<p>19101 44000</p>

	inform instruction. PS also provides teachers resources to implement the Units of Study.	impact of the Program Specialist. The Program Specialist meets individually with teachers to provide assistance and collaborates with the principal to design professional development based on classroom observations and conferencing.				
<b>1.4 Academic Student Achievement-English Language Arts</b>	K2 Leveled Readers and K-8 classroom manipulatives will be purchased to meet all students needs to achieve the goal for all students to read by 3rd grade. The Library Media Clerk will assist by promoting literacy and providing small group guided reading support.	Diagnostic tests will be analyzed to identify reading levels. Classroom observations and the PLC process will be used monitored the effectiveness of the classroom materials.	Biweekly PLC Meetings	\$32,296 \$17,650 (Instructional Materials) \$45,299 (Salary/Benefits) \$1,000 (Books)	Title I LCFF	43110  24101 42000
<b>1.5 Academic Student Achievement-English Language Arts, Math, science, social science and ELD</b>	Building Professional Learning Communities is a core component to the success of the school plan. Teachers are focusing on essential standards, building formative assessments, identifying best practices and analyzing student data to refine instruction. An	Each team completes a PLC agenda at their biweekly meetings that is then submitted to the principal. The principal provides timely feedback and develops professional development based on the results of the	Biweekly PLC Meetings	\$20,000 (Conference) \$5,000 \$2,000 (Duplicating) \$1,200 (Maintenance Agreement)	Title I LCFF	52150 57150 56590

	<p>instructional guide will be created and used for all Pulliam's professional development.</p>	<p>PLC meetings and classroom observations. Academic conferences are refined based on the formative assessment data and observed classroom instruction.</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><b>2.1</b> <b>Academic Student Achievement-English Language Arts and Math</b></p>	<p>Instructional Coach-The coach will continue to model and provide resources for ELA and Math instruction. The coach will also guide each PLC to analyze student work and formative assessment data.</p>	<p>Classroom observations and student performance data. PLC meeting agendas Refine lesson plans, model additional lessons and provide additional support based on teacher request.</p>	<p>Every 9 weeks</p>	<p>\$53,602 (Salary/Benefits) \$15,000 (Teacher Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11500</p>
<p><b>2.2</b> <b>Academic Student Achievement- ELD</b></p>	<p>Instructional Coach-The coach will provide modeling and strategies for ELD instruction. The coach will observe ELD time and collect data based on the strategies and language objectives observed.</p>	<p>Classroom observations and student performance data. Refine lesson plans, model additional lessons and provide additional support based on teacher request.</p>	<p>Weekly</p>	<p>See 1.0</p>	<p>See 1.0</p>	<p>See 1.0</p>
<p><b>2.3</b> <b>Academic Student Achievement-English Language Arts and Math, science, social science and ELD</b></p>	<p>The Program Specialist visits all classrooms to ensure that teachers are using ELA/math best practices based on student performance data. Helps teachers collect data and models how to disaggregate and analyze data to inform instruction. PS also provides teachers resources to implement the Units of Study.</p>	<p>Increase of data driven decision making while lesson planning. Academic conferences by grade level is another strategy to monitor the impact of the Program Specialist. PLC Agendas The Program Specialist meets</p>	<p>Every 9 Weeks</p>	<p>\$56,282 \$77,722 (Salary/Benefits) \$24,500 \$5,000 (Equipment)</p>	<p>Title I LCFF</p>	<p>19101 44000</p>

	The PS will attend PLC meetings to guide the PLC process	individually with teachers to provide assistance and collaborates with the principal to design professional development based on classroom observations and conferencing.				
<b>2.4 Academic Student Achievement- English Language Arts</b>	K2 Leveled Readers and K-8 classroom manipulatives will be utilized to meet all students needs to achieve the goal for all students to read by 3rd grade.	Classroom observations Formative assessments will be created by the teachers through the professional learning process. Classroom observations and the PLC process will be used monitored the effectiveness of the classroom materials.	Biweekly PLC Meetings	\$32,296 \$17,650 (Instructional Materials) \$45,299 (Salary/Benefits) \$1,000 (Books)	Title I LCFF	43110 24101 42000
<b>2.5 Academic Student Achievement- English Language Arts, Math, science, social science and ELD</b>	Building Professional Learning Communities is a core component to the success of the school plan. Teachers will be building and refining formative assessments, identifying best practices and analyzing student data to refine instruction.	Each team completes a PLC agenda at their biweekly meetings that is then submitted to the principal. The principal provides timely feedback and develops professional development based on the results of the	Biweekly PLC Meetings	\$20,000 (Conference) \$5,000 \$2,000 (Duplicating) \$1,200 (Maintenance Agreement)	Title I LCFF	52150 57150 56590



		PLC meetings and classroom observations. Academic conferences are refined based on the formative assessment data and observed classroom instruction.				
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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><b>3.1</b> <b>Academic Student Achievement-English Language Arts and Math</b></p>	<p>Instructional Coach-The coach will have built trust with the teachers to fully assist teachers based on the coaching cycle by providing modeling and resources for ELA and Math instruction.</p>	<p>All teachers will be receiving coaching as measured by classroom observations, PLC agendas all of which align to the school's instructional focus. Refine lesson plans, model additional lessons and provide additional support based on teacher request.</p>	<p>Every 9 weeks</p>	<p>\$53,602 (Salary/Benefits) \$15,000 (Teacher Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11500</p>
<p><b>3.2</b> <b>Academic Student Achievement- ELD</b></p>	<p>Instructional Coach-The coach will provide modeling and strategies for ELD instruction.</p>	<p>Classroom observations and student performance data. Refine lesson plans, model additional lessons and provide additional support based on teacher request.</p>	<p>Every 9 weeks</p>	<p>See 1.0</p>	<p>See 1.0</p>	<p>See 1.0</p>
<p><b>3.3</b> <b>Academic Student Achievement-English Language Arts and Math, science, social science and ELD</b></p>	<p>The Program Specialist ensures that teachers are using ELA/math best practices based on student performance data. Helps teachers collect data and models how to disaggregate and analyze data to inform instruction. PS also provides</p>	<p>Increase of data driven decision making while lesson planning. Academic conferences by grade level is another strategy to monitor the impact of the</p>	<p>Every 9 Weeks</p>	<p>\$56,282 \$77,722 (Salary/Benefits) \$24,500 \$5,000 (Equipment)</p>	<p>Title I LCFF</p>	<p>19101 44000</p>

	teachers resources to implement the Units of Study.	Program Specialist. The Program Specialist meets individually with teachers to provide assistance and collaborates with the principal to design professional development based on classroom observations and conferencing.				
<b>3.4 Academic Student Achievement-English Language Arts</b>	K2 Leveled Readers and K-8 classroom manipulatives will be fully implemented to meet all students needs to achieve the goal for all students to read by 3rd grade.	MAP Data and fluency ratings Classroom observations and the PLC process will be used monitored the effectiveness of the classroom materials.	Biweekly PLC Meetings	\$32,296 \$17,650 (Instructional Materials) \$45,299 (Salary/Benefits) \$1,000 (Books)	Title I LCFF	43110 24101 42000
<b>3.5 Academic Student Achievement-English Language Arts, Math, science, social science and ELD</b>	Building Professional Learning Communities is a core component to the success of the school plan. Teachers are consistently participating in the cycle of inquiry and most teachers are well-versed in professional learning community model.	Each team completes a PLC agenda at their biweekly meetings that is then submitted to the principal. The principal provides timely feedback and develops professional development based on the results of the PLC meetings and classroom observations.	Biweekly PLC Meetings	\$20,000 (Conference) \$5,000 \$2,000 (Duplicating) \$1,200 (Maintenance Agreement)	Title I LCFF	52150 57150 56590

		Academic conferences are refined based on the formative assessment data and observed classroom instruction.				
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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
1.1 PBIS/Discipline	Pulliam’s PBIS initiative is fully implemented throughout campus to decrease suspensions and increase positive peer interactions. Teachers will be released to be trained in restorative practices and to collaborate.	Classroom observations Common Area observations Suspension Data Office referral data	Daily	\$5,000 \$15,000 (Teacher Substitute Pay)	Title I LCFF	11700
1.2 PLUS	A 7th and 8th grade PLUS class is established and students are beginning to partner with other students to build positive relationships. The Counselor helps the classroom teacher lead the students and build curriculum to increase student connections.	Classroom observations Common Area observations Suspension Data Office referral data	Quarterly	\$50,274 (Salary/Benefits)	LCFF	12151

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 PBIS/Discipline</b>	Teachers will receive additional training so that Restorative practices will be implemented with at least 85% of the faculty.	Classroom observations Common Area observations Suspension Data Office referral data	Daily	\$5,000 \$15,000 (Teacher Substitute Pay)	Title I LCFF	11700
<b>2.2 PLUS</b>	A 7th and 8th grade PLUS class is established and students are beginning to partner with other students to build positive relationships. The Counselor helps the classroom teacher lead the students and build curriculum to increase student connections.	Classroom observations Common Area observations Suspension Data Office referral data		\$50,274 (Salary/Benefits)	LCFF	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
<b>3.1 PBIS/Discipline</b>	Teachers will receive additional training so that Restorative practices will be implemented with 100% of the faculty.	Classroom observations Common Area observations Suspension Data Office referral data	Daily	\$5,000 \$15,000 (Teacher Substitute Pay)	Title I LCFF	11700
<b>3.2 PLUS</b>	A 7th and 8th grade PLUS class is running smoothly and conducting regular forums in order to promote school connectedness and positive relationships. The Counselor helps the classroom teacher lead the students and build curriculum to increase student connections.	Classroom observations Common Area observations Suspension Data Office referral data	Quarterly	\$50,274 (Salary/Benefits)	LCFF	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 Engagement	Pulliam has added additional opportunities to participate in their child's education by offering monthly coffee hour and quarterly Pulliam showcases. All parents are welcome to attend and provide the staff feedback.	Sign in sheets Survey results	Monthly	\$3,949 \$38 (Parent Meeting)	Title I	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
<p><b>2.1</b> <b>Parent Engagement</b></p>	<p>Pulliam has added additional opportunities to participate in their child's education by offering monthly coffee hour and quarterly Pulliam showcases. All parents are welcome to attend and provide the staff feedback.</p>	<p>Sign in sheets Survey results</p>	<p>Monthly</p>	<p>\$3,949 \$38 (Parent Meeting)</p>	<p>Title I</p>	<p>43400</p>

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p><b>3.1 Parent Engagement</b></p>	<p>Pulliam has added additional opportunities to participate in their child's education by offering monthly coffee hour and quarterly Pulliam showcases. All parents are welcome to attend and provide the staff feedback.</p>	<p>Sign in sheets Survey results</p>	<p>Monthly</p>	<p>\$3,949 \$38 (Parent Meeting)</p>	<p>Title I</p>	<p>43400</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
Brittony Billingslea			X			
June Walker	August 2017	May 2019			X	
Ashley DeLaRosa	September 2016	June 2018				X
LaTausha Brown	August 2017	May 2019				X
Vicki Haynes	August 2016	May 2018				X
Jana Lee	August 2017	May 2019				X
Chanthah Sem	August 2017	May 2019				X
Lori Morgan	August 2017	May 2019		X		
Alan Locke	August 2016	May 2018		X		
Brittnee Desouza	August 2016	May 2018		X		
Numbers of members of each category:			1	3	1	5

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

**Section VI: Budget Allocation Spreadsheets**

**SCHOOL NAME: PULLIAM 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)
<b>Personnel Cost-Including Benefits</b>							
	11500	Teacher - Add Comp				\$ -	
	11700	Teacher Substitute		5,000		\$ 5,000.00	Goal 2 - 1
	12151	Counselor				\$ -	
	13201	Assistant Principal				\$ -	
	19101	Program Specialist		56,282		\$ 56,282.00	Goal 1 - 3
	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				\$ -	
		<b>TOTAL PERSONNEL COST</b>	\$ -	\$ 114,884.00	\$ -	\$ 114,884.00	
<b>Books &amp; Supplies</b>							
	42000	Books				\$ -	
	43110	Instructional Materials		32,296		\$ 32,296.00	Goal 1 - 4
	43200	Non-Instructional Materials				\$ -	
	43400	Parent Meeting	3,987			\$ 3,987.00	Goal 3 - 1
	44000	Equipment		24,500		\$ 24,500.00	Goal 1 - 3
	43150	Software				\$ -	
		<b>Sub-Total-Supplies</b>	\$ 3,987.00	\$ 56,796.00	\$ -	\$ 60,783.00	
<b>Services</b>							
	57150	Duplicating		5,000		\$ 5,000.00	Goal 1 - 5
	57250	Field Trip-District Trans				\$ -	
	57160	Nurses				\$ -	
	57400	CorpYard				\$ -	
	56590	Maintenance Agreement				\$ -	
	56530	Equipment Repair				\$ -	
	52150	Conference		20,000		\$ 20,000.00	Goal 1 - 5
	59140	Telephone				\$ -	
	58450	License Agreement				\$ -	
	58720	Field Trip-Non-District Trans				\$ -	
	58920	Pupil Fees				\$ -	
	58100	Consultants-instructional				\$ -	
	58320	Consultants-Noninstructional				\$ -	
		<b>Sub-total-Services</b>	\$ -	\$ 25,000.00	\$ -	\$ 25,000.00	
		<b>Total</b>	\$ 3,987.00	\$ 196,680.00	\$ -	\$ 200,667.00	
		Differential	-	-	-	-	
		<b>2016-17 Carryover</b>	38	53,460		53,498	
		<b>Revised 2017-18 Allocation</b>	3,949	143,220		147,169	
			3,987	196,680		200,667	

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

Object	Description	FTE	LCFF/SCE 23030 Instructional-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp		15,000		\$ 15,000.00	Goal 1 - 1
11700	Teacher Substitute		15,000		\$ 15,000.00	Goal 2 - 1
12151	Counselor		50,274		\$ 50,274.00	Goal 2 - 2
13201	Assistant Principal				\$ -	
19101	Program Specialist		77,722		\$ 77,722.00	Goal 1 - 3
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk		45,299		\$ 45,299.00	Goal 1 - 4
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 203,295.00	\$ -	\$ 203,295.00	
<b>Books &amp; Supplies</b>						
42000	Books		1,000		\$ 1,000.00	Goal 1 - 4
43110	Instructional Materials		17,650		\$ 17,650.00	Goal 1 - 4
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		5,000		\$ 5,000.00	Goal 1 - 3
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 23,650.00	\$ -	\$ 23,650.00	
<b>Services</b>						
57150	Duplicating		2,000		\$ 2,000.00	Goal 1 - 5
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		1,200		\$ 1,200.00	Goal 1 - 5
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				\$ -	
	<b>Sub-total-Services</b>		\$ 3,200.00	\$ -	\$ 3,200.00	
	<b>Total</b>		\$ 230,145.00	\$ -	\$ 230,145.00	
	Differential		-		-	
	<b>Allocations</b>		230,145		230,145	