



**Captain Charles M. Weber Institute
of Applied Sciences and Technology**
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2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Weber Institute of Applied Science and Technology
Address:	302 W. Weber Ave
CDS Code:	3930427
District:	Stockton Unified School District
Principal:	Osman Zarif
Revision Date:	March 1, 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:	Osman Zarif
Position:	Principal
Phone Number:	209 933-7330 ext. 7928
E-mail Address:	ozarif@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**):

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____ |
| | Signature |
| <input type="checkbox"/> English Learner Parent Involvement Committee | _____ |
| | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____ |
| | Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____ |
| | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____ |
| | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____ |
| | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____ |
| | Signature |
| <input type="checkbox"/> 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 March 1, 2018.

Attested:

Osman Zarif		March 1, 2018
Typed Name of School Principal	Signature of School Principal	Date
Joel Blomenkamp, Ed.D		March 1, 2018
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Mission

Insert the school site's mission.

The mission of Weber Institute is to develop students who are both college and career ready. We are dedicated to developing leaders who are prepared for the challenges of the 21st century, who think critically, who are dedicated to their communities and who are lifelong learners.

Vision

Insert the school site's vision.

Weber Institute of Applied Sciences and Technology is a model career technical educational institution emphasizing a rigorous and relevant curriculum. As a small learning community, Weber Institute will graduate 21st century thinkers who are prepared for a post-secondary education and apply their technical competencies in real world situations.

School Site Story

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

Weber Institute of Applied Sciences and Technology was founded by the Stockton Unified School District as a technical high school for juniors and seniors in 2000. Weber Institute is divided into three career academies emphasizing computer science, health and transportation. Weber is a state of the art facility in Stockton Unified School District designed for high school students who have an interest in exploring career fields and/or acquiring job entry skills.

The school serves a 9th-12th grade student body of approximately 430 students. Students come from within the boundaries of the Stockton Unified School District, a district with four very large comprehensive high schools. The school's student population, generally of lower socioeconomic status, comes from culturally and ethnically diverse backgrounds. At Weber 87% of the students are Hispanic, 77% of the students are considered Socio-economically disadvantaged and 13% of the students are English Learners. Students come to Weber Institute by choice via an application process. Mutual acceptance follows completion of a contract with affirmed commitments by students, parents and school.

As a college and Career Technical Education program, Weber Institute is dedicated to academic and career preparation with an emphasis on good citizenship. New equipment meeting current industry standards is found in each of the three academies. Weber Institute seeks to provide a smooth transition from school to work as students are encouraged to participate in internship programs in their particular career field during their junior and/or senior year. The school maintains a “workplace” culture with students adhering to a professional dress code. The framework by which Weber Institute operates is based upon the career academy model. This model has three distinguishing features: 1) A small learning community within the larger high school. 2) A curriculum that combines a career focus while meeting college entrance requirements. 3) Partnerships with supporting employers, community members, and institutions of higher education.

The Transportation Academy seeks to provide students with rigorous and relevant learning opportunities tied to the automotive industry. The Computer Science Academy focuses on experiential learning opportunities based upon current technology careers (i.e. graphic arts and information technology). The Health Academy applies a wide variety of instructional and curriculum approaches in order to actively engage students in the learning process. The goal of all academies is to integrate career and technical education with core academic classes and empower students with experiential learning opportunities in the local community. As incoming students, freshman at Weber Institute are placed into the Freshman Academy and are exposed to core academic courses that prepare them for placement in one of the three career academies. Although students are placed in a variety of required courses, the Career Technical Education class allows students to explore academy specific offerings in preparation for their continuing education at Weber Institute. In their junior and senior years, students are encouraged to participate in internships. Students also take industry certification exams so that, in addition to college preparation, they are career ready by graduation from Weber Institute.

Chavez currently has over 2100 students that make up the following demographics: 50% Hispanic, 19% Asian (Chinese, Japanese, Korean, Vietnamese, Asian/East Indian, Laotian, Cambodian, Hmong, and other Asian), 15% African American, 7% Filipino, 5% Caucasian, and 4% other (Two or More, American Indian/Alaskan Native, Native Hawaiian, Guamanian, Samoan, Tahitian, other Pacific Islander).

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 top priorities of the 2016-17 SPSA.

1. Intervention to improve student achievement
2. College and career preparedness
3. Reclassify EL students

The major expenditures supporting these priorities.

1. Tutoring offered three days per week.
2. Provide PLTW courses for additional industry coursework.
3. High School Success and APEX courses
4. SAT preparation course for college bound students
5. Accelerated Reader to offer more literary options for students
6. Necessary professional development for core/non-core teachers
7. ELD support course during day
8. Purchase extensive library of novels for Accelerated Reader.
9. Extended year opportunities for credit recovery.

Plan Implementation

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

Strategies in the 2016-17 SPSA that were fully implemented as described in the plan.

1. In order to meet the needs of Weber students, we implemented tutoring three days per week. Math tutoring is available Monday, Tuesday, and Wednesday supporting the focus on math mastery.
2. There is also Skill, Will, Attendance, and Behavior (SWAB) tutoring every Thursday. These students are selected by the SWAB team for additional support leading to academic achievement.
3. We have two ELD support classes. Over 30% of Weber's EL students have been reclassified in the 2016-2017 school year.
4. To support our goal of making our students college and career ready we have two teachers instructing in Project Lead the Way (computer science) and a ninth grade High School Success class which encourages students to develop short and long-term plans for college and career.

5. We provide multiple professional development opportunities for staff members, including a Staff Collaboration Retreat to work on student data analysis, instructional strategies, and lesson design.
6. Three classes of extended learning will be offered in June 2017 to allow for credit recovery/intervention.

Strategies in the 2016-17 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

o What specific actions related to those strategies were eliminated or modified during the year?

Initially we had set up tutoring for two days a week, but fairly early on we were able to get additional staff involved allowing for increased days and disciplines.

Staff have busy lives outside of their careers, so it was difficult finding common staff development time outside of the regular day.

However, we were able to select May 2017 for a Staff Collaboration Retreat.

Extended learning opportunities in June 2017 were almost canceled due to lack of teachers available. Yet, it worked out once we were able to do a couple job shares for the summer.

Identify barriers to full or timely implementation of the strategies identified above.

Student buy-in is the most challenging. Even with parental support, designating which days students should attend tutoring we have multiple occasions when students did not follow through.

Being creative and flexible with teacher obligations allowed Weber to operate extended learning this summer and organize the staff collaboration.

o What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

This year we eliminated the teacher salary paid for by Title 1 and that will pour \$34,000 back into the budget which allowed for more books, more tutoring, and extended learning in June.

o 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?

(Regarding tutoring)... All students are encouraged to attend tutoring, unfortunately, most wait until they are failing a class. Since we are not quite at the end of semester one, it is difficult to determine whether tutoring has been effective. The data will be based on grades. Attendance is recorded for students being tutored.

(Regarding staff collaboration)...scheduling is difficult and as a result the staff collaboration is not occurring until the end of the school year, which benefits students, but not to the extent it could have if it would have been earlier in the year.

(Regarding EL support classes)... Ultimately, reclassification will be determined as successful and at this point, Weber has re-designated 33% of the English Language Learners from the beginning of the school year.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

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?
(EL support courses) Weber has had 33% of our EL students reclassified since the beginning of the school year.

Short term improvements are shown through grades. Students who attend tutoring generally have better success in classes, as well as those designated to SWAB tutoring. As a result of a more thorough understanding of subject matter students should perform better in classes, MAP, CELDT, Science CST, and CAASPP.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Tutoring needed to start more quickly during the school year, as there were many math/English students achieving below ability. Students and their mentors (teachers) needed to be able to meet more often/more timely.

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
- Lack of effective follow-up or coaching to support implementation
- This evaluation is occurring at mid-year, we need to determine at the end of the year how each strategy impacted student achievement.

o Based on the analysis of this practice, would you recommend:

- Additional support for ELL students for continued reclassification.
- Offer more tutoring days and additional staff to provide tutoring.
- Earlier staff collaboration opportunity.
- Additional classes of extended learning for credit recovery.

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 SSC involved in development of the plan?

- SSC site council engaged in numerous conversations about concerns/thoughts/development of the plan.

How were advisory committees involved in providing advice to the SSC?

- ELAC (now ELPIC) provided information about EL students and we included support classes and an afterschool class to enhance student language ability.

How was the plan monitored during the school year?

- Monitoring of the plan is continuous. Each SSC council meeting members discuss progress, evaluation, or revised focus for plan.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- Continuous conversation, established meeting times and dates with clear expectations and data review.

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?

- Monitoring of the plan is continuous. Each SSC council meeting members discuss progress, evaluation, or revised focus for plan.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- Continuous conversation, established meeting times and dates with clear expectations and data review.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on data presented in the California School Dashboard Weber graduation rate is in the “Green” category and has increased by 3.6%. In addition data reviewed identified an increase in students fulfilling their A-G requirements. Over the last 4 years we have gone up an average of 10% each year. This past year we were at 52%. We intent to continue to ensure students are taking the right courses and passing those courses. This will provide more opportunities for them in their post secondary life.

We have also decreased our suspension rate (Blue category) by -6.2 percent to 0.5%; we attribute this to addition of PLUS implementing PBIS strategies and making students feel connected to the school.

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 California School Dashboard, Weber does not have any state indicator in the “Red” or “Orange” category; however, in review of site level data, Weber had 42 Students that qualified as English learners at the beginning of the year. It is the goal of the school to reclassify at least 80 % of those students. Ideally when any student graduates from Weber institute they will no longer be classified as an English Learner. An action plan has been developed by our EL coordinator that includes small group instruction with the Bilingual Assist, implementing the ELD curriculum and meeting with families to involve more stakeholders to assist in achieving the goal.

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 the California School Dashboard, Weber does not meet this criteria.

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.

A presentation/discussion was held with classified staff, teachers, students and parents. In this meeting the goals and priorities were shared. All stakeholders had an opportunity to discuss the priorities rank them for themselves and provide additional feedback on what they thought was important to fulfill the mission of the school.

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	Supplemental materials and resources to support core instruction such as intervention programs, duplication of supplements instructional materials, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	Student Usage Teacher Usage	Monthly	\$5,000 \$12,000 (Instructional Materials) \$3,000 (Non-Instructional Materials) \$3,000 (Duplicating) \$20,000 \$10,000 (Equipment) \$2,000 (Maintenance Agreement)	Title I LCFF	43110 43200 57150 44000
1.2 Academic Student Achievement	To provide students with supports and resources that improve ELA & math proficiency, such as, one-on-one/small group instruction, intervention programs (e.g. Accelerated Reader, etc.), tutoring (e.g., Homework help, etc.), leveled reading books, research guidance with students, professional services focusing spoken word, writing in context, etc., academic support class, etc.	# of student increasing lexile level # of students taking AR test # of students reading outside of class # of students of hours AR is used	Monthly	\$43,420 (Teacher Salary) \$10,000 \$15,000 (Teacher Additional Comp) \$5,000 (Books) \$8,000 (License Agreement) \$1,000 \$6,000 (Software) \$5,000 (Consultant - Instructional)	Title I LCFF	11101 11500 42000 58450 43150 58100
1.3 Academic Student Achievement	To provide teachers with professional	#Implementation of new	Monthly	\$15,000 \$7,655 (Conference)	Title I LCFF	11700 52150

	development and support through conference (e.g., Academic ELA/Math, etc.), on-site professional consulting, academic conferences, extended collaboration, book study, etc.	strategies in the classroom		\$2,860 \$4,000 (Teacher Substitute Pay)		
1.4 College and Career Preparatory Opportunities	To provides students opportunities and support to meet A-G requirements through EL reclassification activities (e.g., small group instruction, tutoring, etc.), addition credit recovery resources, college/career informational workshop, college/career field trips, etc.	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of student receiving Ds # of students receiving Fs	Quarterly	\$2,000 (Field Trip-District Trans) \$2,000 \$4,000 (Field Trip-Non-District Trans) \$12,586 \$2,000 (Pupil Fees)	Title I LCFF	57250 58720 58920

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs, duplication of supplements instructional materials, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	Student Usage Teacher Usage	Monthly	\$5,000 \$12,000 (Instructional Materials) \$3,000 (Non-Instructional Materials) \$3,000 (Duplicating) \$20,000 \$10,000 (Equipment) \$2,000 (Maintenance Agreement)	Title I LCFF	43110 43200 57150 44000
2.2 Academic Student Achievement	To provide students with supports and resources that improve ELA & math proficiency, such as, one-on-one/small group instruction, intervention programs (e.g. Accelerated Reader, etc.), tutoring (e.g., Homework help, etc.), leveled reading books, research guidance with students, professional services focusing spoken word, writing in context, etc., academic support class, etc.	# of student increasing lexile level # of students taking AR test # of students reading outside of class # of students of hours AR is used	Monthly	\$43,420 (Teacher Salary) \$10,000 \$15,000 (Teacher Additional Comp) \$5,000 (Books) \$8,000 (License Agreement) \$1,000 \$6,000 (Software) \$5,000 (Consultant - Instructional)	Title I LCFF	11101 11500 42000 58450 43150 58100
2.3 Academic Student Achievement	To provide teachers with professional	#Implementation of new	Monthly	\$15,000 \$7,655 (Conference)	Title I LCFF	11700 52150

	development and support through conference (e.g., Academic ELA/Math, etc.), on-site professional consulting, academic conferences, extended collaboration, book study, etc.	strategies in the classroom		\$2,860 \$4,000 (Teacher Substitute Pay)		
2.4 College and Career Preparatory Opportunities	To provides students opportunities and support to meet A-G requirements through EL reclassification activities (e.g., small group instruction, tutoring, etc.), addition credit recovery resources, college/career informational workshop, college/career field trips, etc.	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of student receiving Ds # of students receiving Fs	Quarterly	\$2,000 (Field Trip-District Trans) \$2,000 \$4,000 (Field Trip-Non-District Trans) \$12,586 \$2,000 (Pupil Fees)	Title I LCFF	57250 58720 58920

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs, duplication of supplements instructional materials, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	Student Usage Teacher Usage	Monthly	\$5,000 \$12,000 (Instructional Materials) \$3,000 (Non-Instructional Materials) \$3,000 (Duplicating) \$20,000 \$10,000 (Equipment) \$2,000 (Maintenance Agreement)	Title I LCFF	43110 43200 57150 44000
3.2 Academic Student Achievement	To provide students with supports and resources that improve ELA & math proficiency, such as, one-on-one/small group instruction, intervention programs (e.g. Accelerated Reader, etc.), tutoring (e.g., Homework help, etc.), leveled reading books, research guidance with students, professional services focusing spoken word, writing in context, etc., academic support class, etc.	# of student increasing lexile level # of students taking AR test # of students reading outside of class # of students of hours AR is used	Monthly	\$43,420 (Teacher Salary) \$10,000 \$15,000 (Teacher Additional Comp) \$5,000 (Books) \$8,000 (License Agreement) \$1,000 \$6,000 (Software) \$5,000 (Consultant - Instructional)	Title I LCFF	11101 11500 42000 58450 43150 58100
3.3 Academic Student Achievement	To provide teachers with professional	#Implementation of new	Monthly	\$15,000 \$7,655 (Conference)	Title I LCFF	11700 52150

	development and support through conference (e.g., Academic ELA/Math, etc.), on-site professional consulting, academic conferences, extended collaboration, book study, etc.	strategies in the classroom		\$2,860 \$4,000 (Teacher Substitute Pay)		
3.4 College and Career Preparatory Opportunities	To provides students opportunities and support to meet A-G requirements through EL reclassification activities (e.g., small group instruction, tutoring, etc.), addition credit recovery resources, college/career informational workshop, college/career field trips, etc.	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of student receiving Ds # of students receiving Fs	Quarterly	\$2,000 (Field Trip-District Trans) \$2,000 \$4,000 (Field Trip-Non-District Trans) \$12,586 \$2,000 (Pupil Fees)	Title I LCFF	57250 58720 58920

LCAP GOAL 2: Safe and Healthy Learning Environments

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

Strategic Area of Focus

School Climate

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 School Climate - Student Connectedness</p>	<p>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, etc.</p>	<p># of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended</p>	<p>Quarterly</p>	<p>\$0</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 School Climate - Student Connectedness</p>	<p>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, etc.</p>	<p># of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended</p>	<p>Quarterly</p>	<p>\$0</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>3.1 School Climate - Student Connectedness</p>	<p>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, etc.</p>	<p># of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended</p>	<p>Quarterly</p>	<p>\$0</p>		

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 parent conferences, communication, after school academic focused activities	# of meetings coordinated # of parents attending # of students making academic growth # of parents training	Quarterly	\$500 \$18 \$500 (Parent Meeting) \$500 (Equipment) \$684 (Duplicating) \$273 (Conference)	Title I LCFF	43400 44000 57150 52150

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of meetings coordinated # of parents attending # of students making academic growth # of parents training	Quarterly	\$500 \$18 \$500 (Parent Meeting) \$500 (Equipment) \$684 (Duplicating) \$273 (Conference)	Title I LCFF	43400 44000 57150 52150

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of meetings coordinated # of parents attending # of students making academic growth # of parents training	Quarterly	\$500 \$18 \$500 (Parent Meeting) \$500 (Equipment) \$684 (Duplicating) \$273 (Conference)	Title I LCFF	43400 44000 57150 52150

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	Secondary Students
Osman Zarif			x				
Joel Blomenkamp				x			
Lacey Calderon				x			
Mike Yonan				x			
Brian Wright				x			
Alejandra Mancilla					x		
Blanca SantaCruz						x	
Dominga Santibanez						x	
Maribel Canela						x	
Silvia Avalos						x	
Jocelyn Rosales							x
Miguel Ocampo Paniagua							x
Diana Garcia Perez							x
Numbers of members of each category:			1	4	1	4	3

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: WEBER INSTITUTE
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			10,000		\$ 10,000.00	Goal 1 - 2
11700	Teacher Substitute			2,860		\$ 2,860.00	Goal 1 - 3
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 12,860.00	\$ -	\$ 12,860.00	
Books & Supplies							
42000	Books			5,000		\$ 5,000.00	Goal 1 - 2
43110	Instructional Materials			5,000		\$ 5,000.00	Goal 1 - 1
43200	Non-Instructional Materials			3,000		\$ 3,000.00	Goal 1 - 1
43400	Parent Meeting		518			\$ 518.00	Goal 3 - 1
44000	Equipment		500	20,000		\$ 20,500.00	Goal 3 - 1; Goal 1 - 1
43150	Software			6,000		\$ 6,000.00	Goal 1 - 2
	Sub-Total-Supplies		\$ 1,018.00	\$ 39,000.00	\$ -	\$ 40,018.00	
Services							
57150	Duplicating		684	3,000		\$ 3,684.00	Goal 1 - 1
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference		273	15,000		\$ 15,273.00	Goal 1 - 3
59140	Telephone					\$ -	
58450	License Agreement			8,000		\$ 8,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans			2,000		\$ 2,000.00	Goal 1 - 4
58920	Pupil Fees			12,586		\$ 12,586.00	Goal 1 - 4
58100	Consultants-instructional			5,000		\$ 5,000.00	Goal 1 - 2
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 957.00	\$ 45,586.00	\$ -	\$ 46,543.00	
	Total		\$ 1,975.00	\$ 97,446.00	\$ -	\$ 99,421.00	
	Differential		-	-		-	
	2016-17 Carryover		18	26,487		26,505	
	Revised 2017-18 Allocation		1,957	70,959		72,916	
			1,975	97,446		99,421	

SCHOOL NAME: WEBER INSTITUTE
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11101	Teacher Salary		43,420		\$ 43,420.00	Goal 1 - 2
11500	Teacher - Add Comp		15,000		\$ 15,000.00	Goal 1 - 2
11700	Teacher Substitute		4,000		\$ 4,000.00	Goal 1 - 3
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly		-		\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 62,420.00	\$ -	\$ 62,420.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		12,000		\$ 12,000.00	Goal 1 - 1
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting		500		\$ 500.00	Goal 3 - 1
44000	Equipment		10,000		\$ 10,000.00	Goal 1 - 1
43150	Software		1,000		\$ 1,000.00	Goal 1 - 2
	Sub-Total-Supplies		\$ 23,500.00	\$ -	\$ 23,500.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans		2,500		\$ 2,500.00	Goal 1 - 4
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		2,000		\$ 2,000.00	Goal 1 - 1
56530	Equipment Repair				\$ -	
52150	Conference		7,655		\$ 7,655.00	Goal 1 - 3
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans		4,000		\$ 4,000.00	Goal 1 - 4
58920	Pupil Fees		2,000		\$ 2,000.00	Goal 1 - 4
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 18,155.00	\$ -	\$ 18,155.00	
	Total		\$ 104,075.00	\$ -	\$ 104,075.00	
	Differential		-		-	
	Allocations		104,075		104,075	