The Single Plan for Student Achievement

School: Jefferson Elementary School

CDS Code: 01-61291-6002398

District: San Leandro Unified School District

Principal: Guillermo Morales

Revision Date:

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.

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

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The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission 4

School Profile 4

Comprehensive Needs Assessment Components 5

- Data Analysis 5
- Surveys 5
- Classroom Observations 6
- Analysis of Current Instructional Program 6

Description of Barriers and Related School Goals 6

School and Student Performance Data 8

- Academic Performance Index by Student Group 8
- English-Language Arts Adequate Yearly Progress (AYP) 9
- Mathematics Adequate Yearly Progress (AYP) 10
- CELDT (All Assessment) Results 11
- Title III Accountability (School Data) 12
- Title III Accountability (District Data) 13

Planned Improvements in Student Performance 14

- School Goal #1 14
- School Goal #2 18
- School Goal #3 20
- School Goal #4 23
- School Goal #5 28

Centralized Services for Planned Improvements in Student Performance 30

- Centralized Service Goal #1 30
- Centralized Service Goal #2 40
- Centralized Service Goal #3 42
- Centralized Service Goal #4 44
- Centralized Service Goal #5 46

Summary of Expenditures in this Plan 48

- Total Allocations and Expenditures by Funding Source 48
- Total Expenditures by Object Type 49
- Total Expenditures by Object Type and Funding Source 50
- Total Expenditures by Goal 51

School Site Council Membership 52

Recommendations and Assurances 53

School Vision and Mission

San Leandro Unified School District's Vision and Mission Statements
The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative, and competitive in global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

Jefferson Elementary School's Vision and Mission Statements
Thomas Jefferson Elementary School prepares students to be: Community members who are respectful, responsible, prepared and safe; Agents of change in their school, their neighborhoods, and the world; and Intellectuals with the skills necessary to succeed in college and life.

The Thomas Jefferson Way (Expectations for all students and staff):
Be Respectful
Be Responsible
Be Prepared
Be Safe

School Profile

Thomas Jefferson Elementary School, part of the San Leandro Unified School District of Alameda County, is located in an urban setting approximately .5 miles from San Leandro High School. Thomas Jefferson Elementary School opened its doors in 1949. The school underwent almost complete renovation in 2004, making the Jefferson one of the District's newest campuses. Jefferson is a TK-5th grade school committed to meeting the academic, developmental, emotional and social needs of its 635 students. Our school's population includes: Latino 64%, African American 15%, Asian 8%, White 5%. As of August 2014, 74% (or 469) students at Jefferson Elementary receive free or reduced price lunches. Jefferson offers programs in general education, special education, bilingual education and transitional kindergarten. The Jefferson staff consists of a principal, 21 general education classroom teachers, 5 specialist teachers (Physical Education, Music, Art), 3 Special Day class teachers, 1.2 Resource Specialist, a full-time speech/language specialist, a shared psychologist, a one-day per week assistant principal.

To support the needs of our students and families, Jefferson provides opportunities for parents and families to become integral members of our school community.

- TK teacher meets with parents prior to start of the school year to welcome new families to our school.
- TK-5th grade teachers meet with families, at beginning of the school year, during Parent/Teacher Conferences to set student goals for the school year.
- Staff communicates regularly with families through newsletters, phone calls, emails, class dojo, and in-person meetings,
- Parent volunteers are encouraged to work in classrooms around the school.
- ASES after school care provides tutoring, physical and enrichment programs.
- PTA provide funding for field trips, Outdoor Education, special assemblies/events (Family Movie Night, Family Science Night, Halloween Festival, Just Say No Assembly, Holiday Gift Shop), instructional materials, and school projects (SP Opera Aria Program).
- Monthly Coffee & Conversation with the Principal provides parents an open format to receive information and ask pertinent questions.
- Teachers, parents, and site administrator form the governing body of the School Site Council which meets monthly to make important school and budgetary decisions.
- Our Parent Facilitator provides parents with important information about school and District programs
- Ongoing formal and informal assessments are used throughout the year to inform students and families of individual student progress.
- The COST (Coordination of Services Team) meets monthly to review counseling and academic referrals.
- Harvest of the Month to promote healthy lifestyle.
- Student Study Teams (SSTs) meet regularly to analyze student issues, needs, and concerns, both academic and emotional.
- English Language Learners are assessed using the CELDT and receive instruction daily at their language proficiency level.

- Teachers are practicing the use of the new Common Core State Standards and incorporating 21st Century Learning Skills into their daily instruction.
- Supplemental Educational Services offers free tutoring to lowest achieving students.
- Study Buddies, a partnership with San Leandro High School, offers after-school reading support to students.
- Monthly All School Assemblies are held to review school expectations, announce up-coming events and highlight Jefferson Jaguar Way Students of the Month.
- Playworks Coach provides opportunities to all students for physical activity and safe meaningful play to improve health and well-being of children.
- Partnerships with Safe Routes to Schools and CAP (Child Abuse Prevention Center) promote healthy practices and student safety (Beginning Fall 2015)
- Excellent music, art, and physical education instruction are provided for all 1st through 5th grade students by subject area specialists.
- Instrumental music is offered to students in Grade 5.
- Counseling is offered 5-days a week through Girls Inc.
- English Learners Advisory Committee advises administration, school leadership and School Site Council.
- Teachers meet weekly in their PLCs to analyze student data, student learning, and teacher practice to ensure year to year growth.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2014 -15 school year, we conducted a Thomas Jefferson Community Survey to provide our school site with your input regarding our 2015-16 Single Plan for Student Achievement. The survey presented an opportunity for parents and community members to provide input on what is working well and what can be improved as we continue implementing the vision outlined in the district's strategic plan. 105 families and community members completed the survey.

Student Achievement, Access and Equity

- 25% wanted to see 21st Century skills implemented school-wide.
- 20% wanted to see a college-going culture promoted school-wide.
- Several comments were made about the need for more after school tutoring and for the library to stay open before and after school.

Technology

- 60% were pleased with the technology use of their child at Jefferson.
- 15% wanted to see technology better implemented school-wide

Community and Public Relations

- 84% felt either "welcome" or "very welcome" at Thomas Jefferson
- 2 individuals noted that the office staff did not seem friendly
- 1 individual noted the school did not seem to be doing enough about teacher absences.
- 75% were pleased with their child's overall experience at Jefferson.
- 5 individuals noted that they were pleased with the teachers at Jefferson.
- 2 individuals noted that their child's teacher "yells" too much.
- 1 individual noted that their child felt "the teacher does not like her."

School Safety, Health and Wellness

- 88% felt their child was "safe" or "very safe at school."

- 20% wanted to see PBIS strategies better implemented school-wide
- 1 individual felt there needed to be more adult supervision at night (possibly related to ASES)
- 1 individual reported that more adult supervision was needed on the playground
- 1 individual responded that his/her child was being bullied on the playground.

Facilities
- 94% were very pleased with the appearance of the school.
- 1 individual said the school lacks luster and could use a good power washing.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom visits began at the start of the school year. A google document was created to record when and how often a teacher was visited and the type of feedback (written note, chat, memo) given to the teacher. Some notable trends from classroom visits:

- Grade alike teachers were often at similar content and pace.
- Read aloud was stressed by most teachers.
- All classroom seating arrangements were either groups or pairs.
- Pair share was a frequent strategy observed (missing was the "think").
- Need to focus on academic vocabulary.
- Need to develop teachers' high level questioning skills.
- Varying levels of competency regarding blended learning.
- Varying levels of competency regarding technology integration.
- Need for differentiation. Often all students were expected to complete same task at same pace.
- Implementation of Engage NY was more prevalent in older grade levels.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Description of Barriers and Related School Goals

There are several barriers related to our school:

- Varying levels of school-wide implementation of differentiation strategies to meet the needs of diverse learners.
- We are looking to be more critical when looking at data.
- Need for school-wide supplemental materials aligned with Common Core State Standards.
- As a school staff, we need to analyze our deficit model thinking.
- We need to provide multiple opportunities/strategies to sustain parent involvement.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	334	369		26	23		47	50		33	32	
Growth API	763	743		763	822		725	680		799	830	
Base API	760	764		809	764		741	731		853	798	
Target	5	5										
Growth	3	-21										
Met Target	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	204	235		199	223		254	295		43	52	
Growth API	769	735		777	744		747	722		640	604	
Base API	744	769		750	777		737	748		676	644	
Target	5	5		5	5		5	5				
Growth	25	-34		27	-33		10	-26				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. None of our student subgroups met their growth target in 2013.
2. 142 point difference exist between African American Students and White students, and 87 point difference between Hispanic students and white students.
3. 20 point decline in in API between 2012 and 2013.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	100		100	100	
Number At or Above Proficient	148	156		12	13		21	16		17	19	
Percent At or Above Proficient	44.3	42.3		46.2	56.5		44.7	32.0		51.5	59.4	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	99		100	100	
Number At or Above Proficient	88	92		86	92		100	111		12	11	
Percent At or Above Proficient	43.1	39.1		43.2	41.3		39.4	37.6		27.9	21.2	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1. For second year 2012 and 2013 Jefferson did not meet AYP criteria
2. White and Asian students were only subgroups to experience slight increase in percentage At or Above Proficient.
3. Percentage of African American (32%) and Latino students (39.1%) At or Above Proficient lower than percentage of English Learners (41.3%) who At or Above Proficient

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		100	99		98	100	
Number At or Above Proficient	196	197		16	13		22	18		21	23	
Percent At or Above Proficient	59.0	53.5		61.5	56.5		46.8	36.0		65.6	71.9	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	99		99	99		98	99	
Number At or Above Proficient	126	125		127	124		139	146		18	16	
Percent At or Above Proficient	62.1	53.4		64.5	55.9		55.2	49.7		42.9	30.8	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1. Overall percentage of students At or Above math proficiency decreased by nearly 6.
2. Asian students were the only subgroup to experience slight increase in math proficiency.
3. African American student subgroup had lowest proficiency (36%) of all subgroups, other than students with disabilities,

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	2	1	2	18	30	16	26	25	41	61
1	3	6	11	21	19	36	6	11	14	26	53
2	3	5	17	27	24	39	11	18	7	11	62
3	1	2	17	29	30	51	7	12	4	7	59
4	1	3	12	41	10	34	1	3	5	17	29
5	2	8	11	42	8	31	2	8	3	12	26
Total	11	4	69	24	109	38	43	15	58	20	290

Conclusions based on this data:

1. Our largest Beginner English Learner population is in Kindergarten.
2. The number of students at Beginner in first grade, decreased by half in second grade.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	240	211	220
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	240	211	220
Number Met	174	108	139
Percent Met	72.5%	51.2%	63.2%
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	277	30	249	19	259	23
Number Met	88	18	49	--	56	--
Percent Met	31.8%	60.0%	19.7%	--	21.6%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**No**	*	**No**	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		1,792	1,763
Percent with Prior Year Data		99.9	100.0
Number in Cohort		1,791	1,763
Number Met		1,013	957
Percent Met		56.6	54.3
NCLB Target	56.0	57.5	59.0
Met Target		**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			1,568	615	1,553	598
Number Met			399	246	369	210
Percent Met			25.4	40.0	23.8	35.1
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Met Target for AMAO 3		**No**	**No**

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement, Access & Equity
LCAP GOAL:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #1:
Thomas Jefferson Elementary School will provide each student with responsive, personalized learning pathways for Career and College Readiness.
Data Used to Form this Goal:
Thomas Jefferson Community Survey Renaissance STAR Reading Renaissance STAR Math
Findings from the Analysis of this Data:
• Thomas Jefferson teachers identified writing and math as two areas to be better addressed in 2015-2016. • Focus on college-going culture was rated as highly valued by parents. • Parents were also very much interested in an after school tutoring/homework assistance program that begins early in the school year.
How the School will Evaluate the Progress of this Goal:
Thomas Jefferson will evaluate the progress of this goal using the following indicators: • SBAC data * DIBELS data • CELDT Scores • Staff and community survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.0 Supplemental Educational Support Services. After school intervention program	2015-2016	Principal	Supplemental Educational Support Services/After school program TBD	1000-1999: Certificated Personnel Salaries	Title I	34265
1.2 Continue to support Project Based Learning in order to create real world, relevant learning experiences.	2015-2016	Principal & Teachers	Teachers will implement student-driven, real-world projects to improve academic and 21st Century skills, and help students practice presenting the public.			0
			San Francisco Opera Aria Program is aimed at connecting professional artistic and creative elements of opera with classroom curricula.	5000-5999: Services And Other Operating Expenditures	Title I	800
			5th Grade College Presentations. Each 5th grade students participates in college exploration, including writing a personal statement and then presents, either on poster board or chrome book, the college of their choice to 2-4 grade students at the Jefferson College Fair.			
1.3 Professional Development	2015-2016	Principal, teachers (esp. Google Trained Teachers).	Thomas Jefferson staff will implement CCSS, differentiate instruction and technology integration through staff development, collaboration time and work with instructional coaches.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Foster a culture of exploration allowing for blended learning implementation.	2015-2016	Principal	Imagine Learning Licenses (86) used in bilingual classes to teach language and literary skills.			13000
1.5 Continue with Bilingual Committee in order to increase student achievement and number of students reclassified.	2015-2016	Guillermo Morales, Bilingual Teachers	Bilingual teachers meet once a month to plan, look at data and support instruction.			0
1.6 AVID	2015-2016	Principal	Introduce the AVID college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. This program will help promote our college-gong culture.			0
			Sub-release time for 4 teachers to visit AVID Elementary Program.	1000-1999: Certificated Personnel Salaries	Title I	600
1.7 Continue with Wednesday grade level planning/professional learning	2015-2016	Principal & Teachers	Teachers meet 3 Wednesdays a month to collaborate with their grade level teams to look at data, plan and support instruction.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.8 Classroom Visits by Principal	2015-2016	Prinicpal	Principal will continue with daily classroom visits to observe CCSS implementation, 21st Century Learning and engagement strategies.			0
1.9 Instructional Materials & Supplies	2015-2016	Principal & Office Manager	Purchase instructional materials for teachers including paper, writing instruments, dry erase markers, art supplies.	4000-4999: Books And Supplies	General Fund	12000
1.10 School-wide data analysis	2015-2016	Principal & Teachers	SBAC, Renaissance, PBIS data will be disaggregated and presented to staff for analysis and instructional planning.			0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LCAP GOAL:
Every school in the District utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS).
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #2:
Thomas Jefferson Elementary School Teachers will use 21st Century tools to make a difference in teaching and learning and equip students with skills for the future.
Data Used to Form this Goal:
• Thomas Jefferson Community Survey • Principal class visits and formal observations • LCAP data informing tech usage by students
Findings from the Analysis of this Data:
• Jefferson Elementary School had one of the lowest % usage of Discovery Ed. • Parents indicated wanting to see more technology integrated into their child's education. • Many teachers were using chomebooks for whole class teacher, and not incorporating blended learning.
How the School will Evaluate the Progress of this Goal:
Thomas Jefferson Elementary School will evaluate the progress of this goal using the following indicators: • Google student account usage • Software usage data: Newsela, Discovery Ed., Compass Learning • Renaissance Assessment participation rates • Classroom observations • Thomas Jefferson Community Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.0 Technology Accessories.	2015-2016	Prinicpal & Office Manager	Technology accessories will be purchased as needed, including work stations, projectors, projector bulbs, screens and document cameras .	4000-4999: Books And Supplies	Title I	3000
2.1 Increase the number of chromebooks at Thomas Jefferson with goal of 1:1 learning environment.	2015-2016	Principal	Dell Chromebooks (36) and cart.	4000-4999: Books And Supplies	Title I	13506
2.2 Provide professional development to support the implementation of Google Applications for education.	2015-2016	Google Trained Teachers	Teachers will utilize Google Docs, Mail, Calendar, Sheets, Slides, etc to instruct, collaborate, plan and present.			0
2.3 Technology Support	2015-2016	Principal & Teacher In Charge	Teacher In Charge will offer tech support as needed to staff.			0
2.4 Blended Learning Professional Development.	2015-2016	Principal & Instructional Coaches	Provide staff with PD showing students learning at least in part through delivery of content and instruction via digital and online media.			0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Community & Public Relations
LCAP GOAL:
All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #3:
Thomas Jefferson Elementary School will provide a welcoming environment for families and invite them to participate as our #1 partners in the education of their children.
Data Used to Form this Goal:
Thomas Jefferson Community Survey
Findings from the Analysis of this Data:
• Thomas Jefferson families felt welcomed at Jefferson. • Families indicated that they would like to include text messages as a form of school to home communication.
How the School will Evaluate the Progress of this Goal:
Thomas Jefferson Elementary School will evaluate the progress of this goal using the following indicators: • Thomas Jefferson Community Survey • Blackboard Connect data * Website visit data • Parent group (PTA, ELAC) meeting attendance • Community events attendance • Remind.com usage

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.0 Maintain active parent groups • ELAC • PTA	2015-2016	Principal, ELAC President & PTA President	Facilitate and support parent group meetings. Provide childcare and light refreshments.		Title I	1000
3.1 Utilize available technology to improve school to home communication.	2015-2016	Principal & Office Manager	Parents will be kept informed with bi-weekly parent newsletters, up-to-date school website, weekly robo calls home, monthly Coffee & Conversation Meetings, use of Remind.com.			0
3.2 Parent Facilitator	2015-2016	Principal & Parent Facilitator	Work with parent facilitator to improve communication between school and non-English speaking parents.			0
3.3 Increase use of Class Dojo	2015-2016	Teachers	ClassDojo is an on-line behavior management tool for the classroom. Each student has a profile – complete with their own avatar – to which teachers can assign positive and negative points throughout the school day. Teachers can also send messages to parents through Class Dojo. Parents are able to go on-line and see how their child behaved and read any messages from the teacher.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.4 Parent Workshops	February 15-March 18, 2016	Principal & Parent Facilitator	Parent Facilitator will participate in School Smarts Parent Engagement Program designed to: foster parent engagement, support parents as their children's first teachers, develop future parent leaders, encourage parents to advocate for a complete education for their child.			0
			Principal and Parent Facilitator will host parent education workshops. Topics will include: Basics of college readiness, CCSS, Technology integration, advocating for your child's education			0
			As part of the Carol White Grant Jefferson will host a series of family activities and nutrition classes called Fitness and Nutrition (FAN) for Life. FAN will consist of 5 weekly, 2-hour classes, serving 20-30 families.			0
3.5 Morning Greeting	2015-2016	Principal	Each morning Principal will greet students and parents at the morning drop off line.			0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety, Health & Wellness
LCAP GOAL:
Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #4:
Thomas Jefferson Elementary School will refine and implement a Safe School Plan that ensures a safe and secure learning environment relative to cleanliness, facilities and student behavior.
Data Used to Form this Goal:
Thomas Jefferson Community Survey
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.0 School Safety Plan	2015-2016	Principal	Work with staff to develop school safety plan and incident command staff to clearly define roles and responsibilities for all faculty/staff in emergencies.			0
			Review school safety plans with staff, students, parents and first responders.			0
			Conduct specific school safety drills.			
4.1 PBIS Coaching	2015-2016	Liz Gonzalez, Collaborative Learning Solutions	Positive Behavior Intervention and Support Coach will provide professional development on relationship building and strategies for working with challenging students and implementation of school-wide Positive Behavior Intervention System.	None Specified		0
			Collaborative Learning Solution Professional Service Contract	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1300
			The Behavior Code (40 Copies)	4000-4999: Books And Supplies	General Fund	1138

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Positive Behavior Intervention and Support Team.	2015-2016	PBIS Team	Positive Behavior Intervention and Support Team will meet monthly to monitor student behavior data.			0
4.3 Playworks Direct Services	2015-2016	Principal & Playworks Coordinator	Provide safe and inclusive play that supports learning and physical health to all students.	5000-5999: Services And Other Operating Expenditures	Title I	32000
4.4 Season of Service/Period of Peace	January 15, 2016 - March 31, 2016	Principal and staff	Project Based Learning projects for SLUSD Season of Service/Period of Peace	4000-4999: Books And Supplies	General Fund	3000
4.5 COST (Coordination of Services Team)	2015-2016	Principal & COST Coordinator	Provide mental health services to students through the Coordination of Services Team.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.6 Safe Routes to School Program	2015-2016	Principal	Safe Routes to Schools program is designed to decrease traffic and pollution and increase the health of children and the community. Safe Routes to Schools promotes walking and biking to school, using education and incentives to show how much fun it can be! The program addresses parents' safety concerns by educating children and the public, partnering with traffic law enforcement, and developing plans to create safer streets around Thomas Jefferson Elementary School.			0
4.7 Girls' Inc. Mental Health Services	2015-2016	Principal and Girls' Inc. therapist.	Provide counseling support to students and families.			0
4.8 Playworks Junior Coaches	2015-2016	Principal & Playworks Coach	Students are trained to resolve conflicts on the recess yard.			0
4.9 Harvest of the Month	2015-2016	Coordinator	We will continue to participate in the Harvest of the Month program which provides fruits and vegetables to students.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.10 Jefferson Jaguar Way Award Winners	2015-2016	Principal & Teachers	Each month teachers select a students, who embodies the Jefferson Jaguar Way, for the Jefferson Jaguar Way Award. The students are publicly acknowledged at the first Wednesday of the month morning assembly.			0
4.11 Increase use of Class Dojo	2015-2016	Principal & Teachers	ClassDojo is an on-line behavior management tool for the classroom. Each student has a profile – complete with their own avatar – to which teachers can assign positive and negative points. Parents can go on-line and see the points their child earned and the reason for the points or lack of points.			0

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Facilities
LCAP GOAL:
Continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient.
LEA GOAL:
Sam as LCAP Goal
SCHOOL GOAL #5:
Thomas Jefferson Elementary School will continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient.
Data Used to Form this Goal:
Thomas Jefferson Community Survey
Findings from the Analysis of this Data:
• Parents are please with the appearance and cleanliness of the school. • Parents are concerned with safety of the children in the Kindergarten yard and TK classroom because no fencing around the area, allowing anyone to walk in from outside. • Parents and staff are concerned with traffic congestion on Bancroft after school.
How the School will Evaluate the Progress of this Goal:
Thomas Jefferson Elementary School will evaluate progress of this goal using the following indicator; • Community Srvey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.0 Beautification Day	Fall 2015	Principal	Thomas Jefferson will host a Beautification Day to maintain school facilities, including garden, yard and front of school.			0
5.1 Thomas Jefferson Jaguar Way	2015-2016	Principal	Continue to recognize students for being Respectful, Responsible, Prepared and Safe, including taking care of school facilities.			0
5.2 After School Pick-up	2015-2016	Prinicpal, teachers & campus supervisor	The parking lot will no longer be available for student pick up, which is what causes a congestion on Bancroft Avenue. Parents will have to walk to park in neighborhood and pick up their child. Supervision will be increased during pick up time.			0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Achievement, Access and Equity
LCAP/LEA GOAL #1:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality instruction and the integration of technology will close the opportunity gap by creating more equitable outcomes for students, particularly for those who have been historically underserved.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.0 Provide competitive salaries for staff in order to attract and retain highly qualified, effective teachers, support staff and administrators who will implement and support outstanding instructional programming that meets the needs of all students, particularly students who have been historically underserved.	2015-2016	Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	1,400,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Teachers in every classroom implementing the CCSS and technology integration through access to high quality professional development and release time for collaboration and planning. Provide specialist teachers, counselors, and career technical education teachers with professional development that also supports instructional improvement and access to CCSS. (i.e. includes: release time across content areas; district wide professional learning days; after school professional development, and; summer conferences). This investment in professional learning also includes large scale training on technology for all employees in the district in order to ensure we build the organization's capacity to address the digital divide and develop students' and families' digital literacy skills.	2015-2016	Teaching, Learning & Educational Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	Common Core LCFF - Supplemental	66,000 275,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Hire and develop instructional coaches to support teachers in the implementation of CCSS, differentiation for all students (English Learners, Special Education, Gifted, etc.) technology integration, and a learning environment that promotes the 21st century competencies. Instructional coaches support the continuous improvement of instruction and the implementation of the district's instructional reform initiatives. Instructional coaches will be organized and deployed by content area expertise in the areas of Language Arts, Mathematics, Science and English Language Development in order to support the implementation of the new standards in all of these curricular areas.	2015-2016	Teaching, Learning & Equity and Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	425,000
1.3 Professional development for administrators in leading and/or supporting the implementation of CCSS, differentiation, technology integration and a learning environment that promotes the 21st century competencies. Through high quality professional development, site and district leaders acquire the skills and mindset to serve all students to create more equitable educational outcomes.	2015-2016	Educational Services	LEA-wide ALL	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Provide BTSA (Beginning Teacher Support and Assessment) induction support to new teachers with an emphasis on differentiation in order to meet the needs of all students, particularly for those who have been historically underserved.	2015-2016	Teaching, Learning & Equity and Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	200,000
1.5 Linking literacy to achievement by creating, implementing and sustaining a culture of literacy through access to technology, multimedia and culturally and linguistically responsive literature in a multimedia community center. Transform all libraries as multimedia community centers available before, during, and after school. These libraries will help close the digital divide by ensuring access to technology to all students.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900,000
1.6 Implementing Compass Learning personalized learning software for differentiation, acceleration and intervention. The implementation of this software will allow teachers to teach smaller groups while students are on their personalized learning pathway on the computer. The software is used in the district's English Language Arts and Mathematics intervention classes. Continue to provide professional development on how to design a blended learning environment using instructional software.	2015-2015	Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	60,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Implementing Renaissance Learning to support diagnostic reading assessments and students reading text at their designated reading level; increase library circulation rates to promote a culture of literacy through the Accelerated Literacy 360 program.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	106,000
1.8 Implement a district & classroom assessment data management system; create or use pre-built CCSS assessments; implement a CCSS aligned TK-12 Report Card	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	48,000
1.9 Implement Discovery Education Streaming and Science to enhance CCSS lessons with real world and digital learning	2015-2016	Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	35,000
1.10 Implement robust elective courses in the master schedule grades 6-12 (include new courses like robotics, computer science coding, etc.)	2015-2016	Teaching, Learning and Equity	Targeted-secondary schools	4000-4999: Books And Supplies	LCFF - Supplemental	30,000
1.11 Purchase and repair instruments to expand and ensure access to instrumental courses, especially to students who have been historically underserved and have limited access to music education.	2015-2016	Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	20,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.12 Implement Gifted and Talented Education (GATE) enrichment experiences for GATE identified students. Implement online gate testing to create efficiency in the GATE identification process. Provide acceleration and differentiation to students who are identified GATE with an aim of including students in the GATE program who have been historically underrepresented.	2015-2016	Teaching, Learning and Equity and Technology, Assessment, Research & Evaluation	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	LCFF - Supplemental	100,000
1.13 Begin providing teachers with training and the capacity for course development in STEAM programming.	2015-2016	Teaching, Learning and Equity	Targeted-secondary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000
1.14 Provide professional development for CCSS aligned project based learning. Continue to support project based learning as a pedagogical approach across content areas in order to create real world, relevant learning experiences.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5700-5799: Transfers Of Direct Costs 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	150,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.15 Provide professional development and support to counselors grades 6-12 in order to better support students with accessing career and college pathways so that the district closes the opportunity gap for all its students.	2015-2016	Technology, Assessment, Research & Evaluation	Targeted-secondary schools	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	25,000
1.16 Provide summer school enrichment classes, intervention, credit recovery, and expanded alternative education options in order to increase graduation rates. In addition, implement pre-kindergarten summer learning opportunities to prepare our youngest learners for school. Through extended learning opportunities at all levels, students will be able to have access to intervention and acceleration outside of the regular school year.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	400,000
1.17 Purchase a variety of texts for classroom libraries and secondary courses as supplemental instructional materials to teach CCSS.	2015-2016	Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	40,000
1.18 Class size reduction to 27:1 (approaching 24:1 by 2021)	2015-2016	Human Resources	Targeted-elementary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	400,000
1.19 Fund salaries of Educational Services Division staff in order to ensure effective implementation of initiatives, systems, procedures, and support that align to district improvement efforts articulated in the strategic action plan.	2015-2016	Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	410,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.20 Increase academic counselor staffing by one full time position to improve the secondary counseling program.	2015-2016	Human Resources	Targeted-secondary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	100,000
1.21 Increase music teacher staffing by one full time position in order to expand elementary music instruction and ensure more access to enriching music education.	2015-2016	Human Resources	Targeted-elementary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	50,000
1.22 Improve and expand bilingual alternative programming in order to increase student achievement levels while simultaneously promoting biliteracy and biculturalism. Explore dual immersion programming at target elementary sites.	2015-2016	Teaching, Learning and Equity	Targeted-elementary schools English Learners	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	25,000
1.23 Implementation of Imagine Learning Language Development blended learning tool in order to promote ongoing language assessment and targeted language development instruction	2015-2016	Technology, Assessment, Research and Evaluation & Teaching, Learning and Equity	LEA-wide English Learners Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	250000
1.24 Implement TK-12 online typing curriculum in order to build digital literacy skills.	2015-2016	Technology, Assessment, Research and Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.25 Support arts specialists and art integration via professional learning and supplies to enhance arts education across TK-12 programming; all with the aim of closing the opportunity gap by providing consistent access to enriching visual arts programming.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	20,000
1.26 Provide access to outdoor education programming during key transitional periods in our students' educational pathway in order to build community, life skills, and enhance classroom learning.	2015-2016	Teaching, Learning and Equity	LEA-wide at target grade levels ALL	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	30,000
1.27 Provide after school enrichment classes in science, computer technologies, and visual and performing arts.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	100,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.28 Implemented a centralized Avid programming across secondary schools and into elementary schools, in order to foster a college going culture and necessary instructional support for students who have been historically marginalized from the college pathway.	2015-2016	Teaching, Learning and Equity	LEA-wide Low income pupils English Learners Foster Youth Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	50,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Technology
LCAP/LEA GOAL #2:
Every school in the district utilizes 21st century technology to personalize, support, improve and enhance student learning and to meet or exceed the State Common Core Standards. SLUSD will create 21st century learning environments that include opportunities for reducing the class size, personalizing students' learning, encouraging application of the 21st century competencies (critical thinking and problem solving, communication, collaboration, creativity and global competency) and formatively assessing student learning through robust implementation of technology integration.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.0 Improve the infrastructure of the district to support a seamless 1:1 learning environment by: Connecting to the city's fiber optic loop Upgrading switches and internal fiber Installing new WiFi Increasing Internet bandwidth Adding devices	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	Other	5,000,000
2.1 Ongoing payments, replacement and refresh of student and teacher devices in order to continue to maximize access to technology and technology integrated instruction with the aim of eliminating the digital divide.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental Common Core	604,000 525,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Provide pilot TK-3 classrooms with devices to promote small group instruction, differentiated instruction, create authentic products that demonstrate student learning, deliver online assessments, migrate to digital techbooks and establish a blended learning environment.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	100,000
2.3 Provide stipends for teacher leaders who will serve as technology integrators and specialists at sites to support digital learning in the classroom.	2015-2016	Technology, Assessment, Research & Evaluation & Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	40,000
2.4 Implement a TK-12 digital curriculum focused on developing students' digital citizenship skills and understanding of internet safety.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000
2.5 Implement softwares (i.e. Gaggle and Synergyze) to support the implementation of Google applications for education in order for students to have digital tools for communication, collaboration, and creativity.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	59,500
2.6 Increase technology support services	2015-2016	Technology, Assessment, Research & Evaluation and Human Resources	LEA-wide ALL	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	140,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Community and Public Relations
LCAP/LEA GOAL #3:
All students, staff members, parents and community members will be able to communicate with the district, schools and departments in a clear, accessible, and efficient manner. Improved communication will lead to increased parental involvement and better employee engagement. Strategic partnerships with local business and city partners will contribute to the enrichment of students' educational experiences.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.0 Hire 12 Parent Facilitators II who will serve as liaisons between the families and schools, provide translation, establish welcoming parent centers, and lead the parent engagement approach (activities, workshops, universities, college and career guidance, etc.) with site administrators at every school.	2015-2016	Human Resources & Teaching, Learning and Equity	LEA-wide ALL	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	450,000
3.1 Implement the PTA School Smarts community engagement program.	2015-2016	Teaching, Learning and Equity	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	50,000
3.2 Utilize adopted technologies to enhance the communication approach with families across the district (Websites, Blackboard connect, texting tools, etc.) and set a district standard for communication expectations.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	66,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Implementation of communication plan; including the hiring of a Public Information Officer to more effectively and efficiently communicate with our culturally and linguistically diverse parent community in conjunction with district wide translation services in Spanish and Chinese.	2015-2016	Superintendent	LEA-wide ALL	2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 5900: Communications 3000-3999: Employee Benefits	LCFF - Supplemental	275,000
3.4 Work with local San Leandro Education Foundation (SLED) and the City of San Leandro to establish partnerships with business and community partners that can enrich students' learning experiences	2015-2016	SLUSD	LEA-wide			0

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in School Safety, Health and Wellness
LCAP/LEA GOAL #4:
Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure best practices in security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.0 Implement a district wide Positive Behavior Intervention System through professional development and coaching	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	175,000
			ALL	5000-5999: Services And Other Operating Expenditures		
4.1 Mental Health Services at all sites through the Coordination of Services Team (COST)	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000
			ALL	3000-3999: Employee Benefits	Other	
				5800: Professional/Consulting Services And Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Implement and support the operations, programming and management of the Student Health and Wellness Center	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 3000-3999: Employee Benefits	LCFF - Supplemental Other	315,000
4.3 Increased nursing and health support services	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	90,000
4.4 Foster youth behavioral and health services	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide Foster Youth	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	60,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Facilities
LCAP/LEA GOAL #5:
Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.0 Maintenance and Operations will ensure students have access to safe and clean facilities according to a common standard of practice across the district through training and streamlining of processes.	2015-2016	Business and Operations Division	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	12,500
5.1 Implement a deferred maintenance plan	2015-2016	Business and Operations Division	LEA-wide	6000-6999: Capital Outlay	Other	450,000
5.2 Maintenance and Operations routine maintenance	2015-2016	Business and Operations Division	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	LCFF - Base	2,400,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.3 Complete the following bond projects: Bancroft Middle School painting, parking lot repair, and door replacement Fencing Air Conditioning at McKinley and Muir Security Cameras Portable ramps Partial funding for remodeling of Health and Wellness Center	2015-2016	Business and Operations Division	LEA-wide and targeted schools ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	Other	3,700,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
General Fund	21005	3,567.00
Title I	98689	13,518.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
General Fund	17,438.00
Title I	85,171.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	34,865.00
4000-4999: Books And Supplies	32,644.00
5000-5999: Services And Other Operating Expenditures	32,800.00
5800: Professional/Consulting Services And Operating	1,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Fund	16,138.00
5800: Professional/Consulting Services And	General Fund	1,300.00
	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	34,865.00
4000-4999: Books And Supplies	Title I	16,506.00
5000-5999: Services And Other Operating	Title I	32,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,665.00
Goal 2	16,506.00
Goal 3	1,000.00
Goal 4	37,438.00

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 make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Guillermo Morales	X				
Sonya Castillo		X			
Christine Polifka		X			
Linda Ferreria		X			
Tom Eppenberger				X	
Christopher Salter				X	
Ozzy Alcala				X	
Numbers of members of each category:	**1**	**3**	**0**	**3**	**0**

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.

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 Advisory 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 .

Attested:

Guillermo Morales		
Typed Name of School Principal	Signature of School Principal	Date
tom Eppenberger		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date