# The Single Plan for Student Achievement

**School:** Madison Elementary School

**CDS Code:** 01-61291-6002414

**District:** San Leandro Unified School District

**Principal:** Gerhard Grotke

**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 ..... 5
- Analysis of Current Instructional Program ..... 5

Description of Barriers and Related School Goals ..... 6

School and Student Performance Data ..... 7

- Academic Performance Index by Student Group ..... 7
- English-Language Arts Adequate Yearly Progress (AYP) ..... 8
- Mathematics Adequate Yearly Progress (AYP) ..... 9
- CELDT (All Assessment) Results ..... 10
- Title III Accountability (School Data) ..... 11
- Title III Accountability (District Data) ..... 12

Planned Improvements in Student Performance ..... 13

- School Goal #1 ..... 13
- School Goal #2 ..... 21
- School Goal #3 ..... 24
- School Goal #4 ..... 29
- School Goal #5 ..... 36

Centralized Services for Planned Improvements in Student Performance ..... 39

- Centralized Service Goal #1 ..... 39
- Centralized Service Goal #2 ..... 49
- Centralized Service Goal #3 ..... 51
- Centralized Service Goal #4 ..... 53
- Centralized Service Goal #5 ..... 55

Summary of Expenditures in this Plan ..... 57

- Total Allocations and Expenditures by Funding Source ..... 57
- Total Expenditures by Object Type ..... 58
- Total Expenditures by Object Type and Funding Source ..... 59
- Total Expenditures by Goal ..... 60

School Site Council Membership ..... 61

Recommendations and Assurances ..... 62

## 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.

**Madison Elementary School's Vision and Mission Statements**

James Madison Elementary School will focus on helping each student develop a lifelong connection to learning. We believe that looking at student achievement through a lens of equity will allow all students to reach their potential. Learning will reflect the past, reinforce the present, and help to navigate a future that has yet to be invented. We understand that the development of individual character and group responsibility is created through educational programs, community partnerships, and individual practices. Through this effort we will help all students find success. It is our vision for the students of James Madison Elementary School to understand that their success depends on maintaining a positive attitude, developing usable skills, and acquiring knowledge needed to prepare each student for a fulfilling life. James Madison Elementary School enrolls students from a community rich with diversity. It is our daily mission is to engage students with instruction and learning to help each student meet and exceed grade level expectations. Our learning community understands that success goes beyond the classroom and must be applicable in the real world. It is equally important to help each student discover their ability to be successful now and in the future.

In addition to academic Excellence James Madison is proud to be home to our district's moderate to severely differently-abled students (pre-k to 5th grade). Our students, staff and community share in the commitment to create a warm, welcoming and safe environment for some of our most challenged scholars. We foster opportunities for all students to understand how to overcome obstacles by connecting and learning with physically, emotionally, and cognitively challenged learners.

## School Profile

James Madison Elementary School Profile

James Madison Elementary School is one of eight elementary schools in the San Leandro Unified School District. San Leandro is an urban city of approximately 80,000 people. San Leandro is adjacent to Oakland on the north, Hayward on the south, and the San Francisco Bay to the west and the San Leandro foothills to the east. San Leandro benefits from the rich diversity of the bay area and represents religions, races, languages and cultures from all over the world. James Madison School was originally built in 1954. In 1978 the north wing of James Madison School was converted to the administration buildings for the San Leandro Unified School District office. The remaining school portion was closed in July of 1983. During the next fifteen-year period James Madison was used by a number of community organizations. In September of 1998 James Madison School was rededicated after a $5.5 million renovation project. James Madison Elementary School serves over 400 students ranging from pre-school through fifth grade.

In 2013 James Madison Elementary reached 878 on the Academic Performance Index. Our creative and energetic teaching staff continues to work collaboratively with parents and the community to create experiences that foster an excitement for learning. This excitement is evident on the faces of our students every day. It is also evident in our soaring student achievement data. This is the fifth consecutive year Madison has eliminated the achievement Gap for English Language Learners. For two consecutive years James Madison had every demographic subgroup surpass 800 on the Academic Performance Index.
James Madison Elementary School recognizes, celebrates and teaches to the cultural, linguistic and racial diversity in all learners. We nurture and develop parent leaders and community partners to work collaboratively with the school and district to ensure each child's success. We appreciate the staff, the families, but mostly the children who helped our school reach new levels of success for SLUSD.
We define our success as the collection of Attitudes, Skills, and Knowledge needed to progress and remain invested in their life-long learning. "ASK for Success" is our school motto and we reach out to every family and to the greater community to ensure that everyone can help understand how to articulate and advocate success for our children through the public education system. We identify and teach to the strengths of each child while providing a purpose for improving skills and knowledge needed to progress through school and life.

In 2014 Madison was named the English Language Learner Site of the Year for Alameda County. This award reflected 6 consecutive years of eliminating the achievement gap for English Language Learners.

## 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).

The School Site Survey was distributed to all families during the month of April. We provided electronic and paper copies to ensure all families had a chance to provide input. We recieved 163 completed Surveys. We estimate that this is more that 50% of our families since many families have multiple children. In addition to the School Site Survey parents completed the English Language Learner Survey and students completed a student survey.

Summary of the findings.

School Site Survey 87% of the Families surveyed indicated extremely and very satisfied with the overall educational experience a James Madison. When asked how excited their children feel about school 91% reported their children came home excited about what they were learning, daily, weekly and/or multiple times per month. When asked about student safety on a 1-5 scale 64% gave us a 5 and 26% a score of 4. 0% of the parents gave Madison a 1 or 2 on the safety question.

An area of concern is in providing parent education and supporting their knowledge of common core standards and 21st Century Skills. We were suprised to find that parents were split on the best time to create parent educational participation. Only 37% indicated evenings were best with 23% preferring the beginning of the school day. We will use this data in coordinating our parent education opportunities.

### 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 Walkthroughs occur multiple times each week. In addition formal observations are conducted according to contract language and Ed. Code. This year I monitored the frequency and use of technology in the instructional process. We also monitored the rigor and relevance of the content at each grade level. Staff meetings and district professional development agendas reflect the topics and foci for the year.

Findings: Creating time for teachers to shift to common core practices will be needed in 2015-2016. Providing a variety of time to infuse the innitiatives into their practices is essential. We will coordinate opportunities during the summer, with release time and with extend day through extra duty pay. This will support Project Based Learning development and blended learning instruction.

### 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

## 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** | 270 | 246 | | 21 | 23 | | 33 | 27 | | 98 | 89 | |
| **Growth API** | 877 | 878 | | 886 | 865 | | 832 | 850 | | 928 | 914 | |
| **Base API** | 848 | 877 | | 853 | 881 | | 759 | 832 | | 919 | 929 | |
| **Target** | A | A | | | | | | | | A | A | |
| **Growth** | 29 | 1 | | | | | | | | 9 | -15 | |
| **Met Target** | Yes | Yes | | | | | | | | Yes | Yes | |

| 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** | 74 | 67 | | 132 | 120 | | 119 | 123 | | 52 | 45 | |
| **Growth API** | 814 | 840 | | 884 | 882 | | 839 | 852 | | 808 | 824 | |
| **Base API** | 769 | 815 | | 852 | 884 | | 768 | 840 | | 753 | 808 | |
| **Target** | 5 | A | | A | A | | 5 | A | | | | |
| **Growth** | 45 | 25 | | 32 | -2 | | 71 | 12 | | | | |
| **Met Target** | Yes | Yes | | Yes | Yes | | Yes | Yes | | | | |

**Conclusions based on this data:**

1. James Madison has a history of success for all subgroups.
2. There are 6 years of eliminating the achievement gap for English Language Learners the the API reaching 884
3. A closing of the Gap between highest and lowest subgroups was evident when looking back over the past five years of API data.

## 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 | 100 | | 100 | 100 | | 100 | 100 | | 100 | 100 | |
| **Number At or Above Proficient** | 195 | 169 | | 16 | 16 | | 21 | 17 | | 81 | 68 | |
| **Percent At or Above Proficient** | 72.2 | 68.7 | | 76.2 | 69.6 | | 63.6 | 63.0 | | 82.7 | 76.4 | |
| **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** | Yes | No | | -- | -- | | -- | -- | | Yes | 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 | 100 | | 100 | 100 | | 100 | 100 | | 100 | 100 | |
| **Number At or Above Proficient** | 43 | 39 | | 96 | 83 | | 77 | 76 | | 32 | 31 | |
| **Percent At or Above Proficient** | 58.1 | 58.2 | | 72.7 | 69.2 | | 64.7 | 61.8 | | 61.5 | 68.9 | |
| **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 | Yes | | Yes | No | | Yes | No | | Yes | -- | |

**Conclusions based on this data:**

1.

## 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 | 100 | 100 | | 100 | 100 | | 100 | 100 | | 99 | 100 | |
| Number At or Above Proficient | 200 | 195 | | 16 | 18 | | 23 | 19 | | 83 | 79 | |
| Percent At or Above Proficient | 74.3 | 79.3 | | 76.2 | 78.3 | | 69.7 | 70.4 | | 85.6 | 88.8 | |
| 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 | Yes | | -- | -- | | -- | -- | | Yes | Yes | |

| 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 | 100 | | 99 | 100 | | 99 | 100 | | 100 | 100 | |
| Number At or Above Proficient | 43 | 46 | | 99 | 94 | | 81 | 95 | | 32 | 32 | |
| Percent At or Above Proficient | 58.1 | 68.7 | | 75.6 | 78.3 | | 68.6 | 77.2 | | 61.5 | 71.1 | |
| 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 | Yes | | Yes | Yes | | Yes | Yes | | Yes | -- | |

**Conclusions based on this data:**

1.

## 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** | | | 2 | 9 | 10 | 43 | 5 | 22 | 6 | 26 | 23 |
| **1** | 1 | 5 | 5 | 24 | 9 | 43 | 1 | 5 | 5 | 24 | 21 |
| **2** | 4 | 14 | 15 | 54 | 7 | 25 | | | 2 | 7 | 28 |
| **3** | | | 4 | 27 | 7 | 47 | 2 | 13 | 2 | 13 | 15 |
| **4** | 2 | 13 | 2 | 13 | 7 | 47 | | | 4 | 27 | 15 |
| **5** | 1 | 13 | 1 | 13 | 4 | 50 | | | 2 | 25 | 8 |
| **Total** | 8 | 7 | 29 | 26 | 44 | 40 | 8 | 7 | 21 | 19 | 110 |

**Conclusions based on this data:**

1.

## School and Student Performance Data

**Title III Accountability (School Data)**

| AMAO 1 | Annual Growth | | |
|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 |
| **Number of Annual Testers** | 108 | 91 | 83 |
| **Percent with Prior Year Data** | 99.1% | 100.0% | 100.0% |
| **Number in Cohort** | 107 | 91 | 83 |
| **Number Met** | 77 | 69 | 43 |
| **Percent Met** | 72.0% | 75.8% | 51.8% |
| **NCLB Target** | 56.0 | 57.5 | 59.0 |
| **Met Target** | **Yes** | **Yes** | **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** | 137 | 12 | 108 | 7 | 98 | 9 |
| **Number Met** | 43 | -- | 48 | -- | 30 | -- |
| **Percent Met** | 31.4% | -- | 44.4% | -- | 30.6% | -- |
| **NCLB Target** | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| **Met Target** | **Yes** | * | **Yes** | * | **Yes** | -- |

| 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 | Yes | |

## 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:** |
| To provide students with multiple opportunities to find success with Common Core Standards. |
| **Data Used to Form this Goal:** |
| District and state assessments, parent surveys, CELDT data, interim assessments |
| **Findings from the Analysis of this Data:** |
| When looking at a breakdown by subject, parents indicated between 25% - 42% very satisfied 5/5, 29% - 36% score a 4/5, and less than 2% expressed very concerned. |
| **How the School will Evaluate the Progress of this Goal:** |
| assessments, student projects and work, student defense of learning |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Provide teacher release time to support common core implementation | 2015 - 2016 | Principal & Teachers | Grade level teams will be released throughout the year to collaborate on instruction, use of the common core standards and reviewing student data from Illuminate, Renaissance, and SBAC. Teachers will also work with district coaches to continue building their knowledge and implementation of Engage NY, blended learning, and PBL. | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 9000 |
| | | | | 2000-2999: Classified Personnel Salaries | Site Formula Funds | 1000 |
| Purchase classroom Supplies | 2015 - 2016 | office Manager | materials and instructional supplies | 4000-4999: Books And Supplies | Site Formula Funds | 9,400 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Create Parent education information nights to cover Common Core Standards, SBAC Testing, School communication and Access. New Parent orientation.... | 2015 - 2016 | principal, teachers and parent facilitators | Parent information nights will be organized to help parents become familiar with common core standards, SBAC testing, report cards and the variety of communication available to them. One night will be in the fall, another night will be planned for the spring before SBAC testing begins. Parent facilitators will be utilized to help coordinate the event, communicating with parents before, during and after each event. | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 500 |
| | | | | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO | 100 |
| | | | | 4000-4999: Books And Supplies | Site Formula Funds | 50 |
| Ensure daily agendas are posted in classrooms to support student engagement and participation. | Fall 2015-Spring 2017 | Teachers | Teachers will ensure their instructional plan for the day is clearly posted for students, parents, and the principal to see. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Continue outdoor education opportunity: Mount Hermon, Santa Cruz | Fall 2015-Spring 2017 | Principal, PTO, Office Manager, 5th grade teachers, SLED(San Leandro Education Foundation) | Students will engage in a week long science camp experience. This program gives an opportunity to all students to experience the outdoors and engage in hands on science curriculum linked to the Next Generation Science Standards (NGSS) delivered by experienced staff at Mt. Hermon camp in Santa Cruz. Throughout the week students participate in nature hikes, community building activities, and get to choose other enrichment activities to add to their day.<br>PTO, parent donations, and funding from SLED make this trip possible. | | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO<br><br>Donations | 2500<br><br>10000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Provide continued support and professional development for project based learning. | Fall 2015-Spring 2017 | Principal and Teachers | To improve academic and 21st century skills, teachers will implement student-driven, real world projects. Experts will be brought in to critique the project and offer advice as students work toward a final product. Students will then present their project to a public audience. | | | 0 |
| | | | PBL Professional Development. Innovators will lead teachers in a refresher training on designing a PBL unit. | | | 0 |
| | | | Teachers will use grade level collaboration time on Wednesdays and full collaboration days to design PBL units. | | | 0 |
| Implement PBIS Assemblies | Fall 2015-Spring 2017 | Principal, PBIS Team, Teachers | For the first 8 weeks of the school year the PBIS team will put on weekly assemblies designed to teach and reinforce school rules, expectations, and behavior. Assemblies will include skits performed by students. Awards will also be given out. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Ensure time for cross grade level collaboration | Fall 2015-Spring 2017 | Principal, Teachers | One Wednesday a month teachers will meet cross grade level to discuss CCSS and the curriculum aligned to it. This is an opportunity for grade levels to look their own standards as well as the grade level above and the grade level below to support student success in the common core. | | | 0 |
| Continue Classroom Visits by Principal | Fall 2015-Spring 2017 | Principal | Principal will conduct regular classroom walkthroughs to observe common core implementation, 21st century learning, blended learning, and use of district adopted resources. | | | 0 |
| Continue to implement K-5 reading intervention. | Fall 2015-Spring 2017 | Principal and Teachers | We will support reading intervention any students who are performing below grade level in reading. Students will be progress monitored on a regular basis using a variety of resources including Star / Renaissance in order to identify specific needs and exit students who have made adequate progress. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Organize Monthly areas of focus for students. | Fall 2015-Spring 2017 | Principal and Teachers | Each month there will be assemblies to kick off the school wide theme. Themes will be focused on encouraging healthy habits, making good choices, and problem solving strategies. | | | 0 |
| Continue to support Musical Performances | Fall 2015-Spring 2017 | Vocal Music Teacher, Instrumental Music Teacher | Students at Madison participate in two sing-alongs a year: winter and spring. In addition to the school wide sing-alongs 4th and 5th grade students have the opportunity to perform in the school chorus led by the vocal music teacher. 5th grade students have the opportunity to participate in instrumental music giving 3-4 performances during the school year. | | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO | 100 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Promote personal teacher growth/leadership development | Fall 2015-Spring 2017 | Principal, Teachers | In order to stay current on common core and new technology, teachers and the administrator will be encouraged to take advantage of conference opportunities. Those that attend will be provided time to share their new knowledge with the staff.<br><br>Conferences will be paid for by participants and site funds if available. | 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 1000 |
| Provide Support for Implementation of PBIS | Fall 2015 | Prinicipal, PBIS Team, PBIS Consultant | To facilitate a consistent implementation of PBIS the staff will be provided 3 days with a PBIS consultant over the course of the year.<br><br>Consultants will be sponsored by the district. | | | 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:** |
| Increase opportunities for students to use and access technology to support success with Common Core Standards |
| **Data Used to Form this Goal:** |
| Parent Sureys |
| **Findings from the Analysis of this Data:** |
| 66% of the parents indicated extremely important for students to access technology, 20% stated technology being important 4/5, 11% stated neutral. 1% stated not at all. |
| **How the School will Evaluate the Progress of this Goal:** |
| Teacher Surveys, student feedback, Chromecart logs |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Replacement of Technology / Maintenance of equipment | as needed | office manager | bulbs and devices | 4000-4999: Books And Supplies | Site Formula Funds | 1000 |
| Teacher training and support of implementation of new technology | 2015 - 2016 | Principal | hourly certificated pay | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 300 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Continue use of Google Suite | Fall 2015-Spring 2017 | Principal and Teachers | Teachers will use student Google accounts to communicate assignments, share work, collaborate on projects, and post upcoming events. Links to resources will also be made available. | | | 0 |
| Continue use of Educational Websites (District Funded) | Fall 2015-Spring 2017 | District Educational Services, Principal | Teachers will utilize websites such as Newsela, Discovery Ed., Scholastic, and Compass Learning to provide differentiated instruction. | | | 0 |
| Utilize Illuminate Data System | Fall 2015-Spring 2017 | Principal and Teachers | Teachers will use Illuminate to enter and analyze student assessment data. (DIBELS, District Interim Assessments) | | | 0 |
| Continue use of Renaissance Place | Fall 2015-Spring 2017 | Principal and Teachers | Teachers will use Renaissance Place to administer Reading and Math assessments and analyze student results. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Chrome book Usage | Fall 2015-Spring 2017 | Principal and Teachers | Teachers will use chrome books in the classroom during their blended learning time. | | | 0 |
| | | | We currently have 5 Chrome book carts. There will be a designated place for the carts along with a schedule to facilitate equal access among the grade levels. | | | 0 |
| Teacher Web Pages | Fall 2015-Spring 2017 | Principal, Teachers | Teachers will create a class web page to communicate with parents and the community. Web pages will be both through the district web site as well as Google Classroom. Web pages will be updated on an as needed basis. | | | 0 |
| Provide On Site Tech Support | Fall 2015-Spring 2017 | Teacher | On an as needed basis a teacher will be released to trouble shoot basic technology issues and or provide support around new and existing technology programs to staff and administrator. | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 500 |

## 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:** |
| The school will create multiple access points for information needed by parents and the community to support success for all students. |
| **Data Used to Form this Goal:** |
| Website access, parent sign in for events, surveys. |
| **Findings from the Analysis of this Data:** |
| Parents are evenly split between mornings and evenings on best times to particiapte in school activities. Data indicates that parents rely on multiple access points to communicate important school information: 18% newsletters, 13% phone messenges, 15% email, 7% marquee, with 23% stating all of the above. |
| **How the School will Evaluate the Progress of this Goal:** |
| surveys and parent responses to website |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Support Teachers in developing their classroom Web pages | fall 2015 | Principal / TIC | Coaching support / extra hourly | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Create parent education evenings to support parent understanding of Common Core Standards and Report Cards | 2015 - 2017 | Leadership Team | Extra Duty Hourly | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 500 |
| | | | | 2000-2999: Classified Personnel Salaries | Site Formula Funds | 400 |
| Provide Instructional materials for parent education resources | spring 2015 | leadership team | materials and resources | 4000-4999: Books And Supplies | Site Formula Funds | 500 |
| Maintain active parent groups: PTO, ELAC | Fall 2015-Spring 2017 | Principal, Teachers, and Parent Facilitators | Continue to support parent group meetings. This includes assistance with agenda planning and principal updates. To create more involvement, childcare will be provided by Champions after school program. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Celebrate Autism Awareness week | Fall 2015-Spring 2017 | Principal, Teachers | Autism Awareness Week (April) is an opportunity to bring awareness to students and educate them about Autism. There are several lessons teachers can choose from to meet the needs of their grade level and class. http://www.gov.pe.ca/photos/original/ed_autisminc.pdf http://www.babble.com/mom/autism-acceptance-month-10-things-i-wish-your-kids-knew-about-autism/ http://www.bridges4kids.org/MyBrotherHasAutism.pdf<br><br>http://www.bridges4kids.org/pdf/Growing_Up_Booklet.pdf | | | 0 |
| Create and Maintain Teacher Web Pages | Fall 2015-Spring 2017 | Principal and Teachers | Teachers will create a class web page to communicate with parents and the community. Web pages will be both through the district web site as well as Google Classroom. Web pages will be updated on an as needed basis. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Continue School to Home Connection | Fall 2015-Spring 2017 | Principal, Office Staff | School news and events are distributed weekly through the Madison newsletter, phone reminders, and school web site. | | | 0 |
| Continue PTO Movie Nights | Fall 2015-Spring 2017 | Principal, PTO | Over the course of the year PTO will sponsor movie nights for the students and their families.<br>This is funded by PTO | | | 0 |
| Sponsor Multicultural Potluck Night | Fall 2015-Spring 2017 | Principal, Teachers, PTO | Either in the fall or in the spring Madison will host a multicultural night celebrating the diversity of our students and their families. | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Sponsor Spaghetti Feed | Fall 2015-Spring 2017 | Principal, 5th Grade teachers | Sponsored by 5th grade, this evening is designed to bring the Madison community and surrounding neighborhood community together for an evening of all you can eat spaghetti. The chorus performs, and there is also a raffle. All proceeds from the night are donated to the 5th grade outdoor education fund.<br>This night is funded by parent donations and donations from businesses in the community. | | | 0 |
| Support PTO Carnival | Fall 2015-Spring 2017 | Principal, PTO, Teachers | An event to invite the Madison community as well as the neighborhood community to come take part in games, bbq and fun. Proceeds go to PTO for other school wide events.<br>This event is funded by PTO and donations. | | | 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:** |
| Provide students with consistent instruction that supports students developing positive peer problem solving techniques |
| **Data Used to Form this Goal:** |
| Teacher feedback, parent survey |
| **Findings from the Analysis of this Data:** |
| The School Site Survey asked "Do you feel your child is safe at school?" 64%replied with the 5/5 and 26% report a 4/5 sccore. 90% of the responses indicated high marks for school safety. 4% had no response and the remaining 6% gave a 3/5 score. |
| **How the School will Evaluate the Progress of this Goal:** |
| Survey teachers and students |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Purchase social problem solving curricula | fall 2015 | RSP teacher | teaching materials | 4000-4999: Books And Supplies | Site Formula Funds | 200 |
| Create signs and posters for PBIS | fall 2015 | PBIS, principal | resources for incentives and signs outlining school behavior objectives | 4000-4999: Books And Supplies | Site Formula Funds | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Support San Leandro Sports Foundation | Fall 2015-Spring 2017 | Principal, PE Teacher | Encourage and work with students to participate in the annual track meet sponsored by the SL Sports Foundation. | | | 0 |
| Continue Abilities Awareness Fair | Fall 2015-Spring 2017 | Teachers, parents, community, principal | A beginning of the year event to raise awareness around our students with different abilities. Stations are set up with community members assisting to guide the entire student body through activities designed to bring awareness to what it's like to have different abilities.<br><br>PTO and the Kawanas Club donations | | | 0 |
| | | | Substitutes to release SDC teachers | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 500 |
| Provide School Assemblies | Fall 2015-2017 | Principal, PTO, Office Manager | A variety of assemblies sponsored by the PTO. Each assembly is designed to bring an educational opportunity to the students. Multicultural assemblies, safety, No Bullying, etc. | | Other | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Provide Field Trip Opportunities | Fall 2015-2017 | Teachers, PTO, Principal,Parents | Each grade level creates a variety of educational field trip opportunities to enhance the classroom curriculum.<br><br>Field trip costs are offset by PTO and parent donations. | | | 0 |
| Continue Student Council | Fall 2015-Spring 2017 | 4th/5th Grade Teachers | 4th/5th grade teacher to organize and facilitate student leadership group. This group will create school wide activities, and promote community awareness and school spirit. | | | 0 |
| Continue to support Pennies For Patients | Fall 2015-Spring 2017 | Student Council, Student Council Advisor | A school wide fundraiser designed to heighten the awareness of children and adults who suffer from Leukemia. A free school wide assembly kicks off the two week event. The goal for the school is to raise $2000. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Continue The Great Kindness Challenge: Sponsored by Kids For Peace.org | Fall 2015-Spring 2017 | Student Council, Student Council Advisor | A week long event designed to promote and remind students about the importance of being kind. There is a kickoff assembly put on by the student council on the first day followed by a different kindness challenge each day of the week. At the end of the week the entire school participates in a kindness activity to be permanently displayed for the remainder of the year. | | | 0 |
| Continue Wacky Olympics | Fall 2015-Spring 2017 | Student council, Student Council Advisor | A culminating end of the year event intended to create school spirit and engage the entire student body. Led by student council, classes rotate through a series of stations emphasizing balance, coordination, stamina etc. designed to allow accessibility from kindergarten through 5th grade and our differently abled student population. At the end of the event students enjoy an outdoor barbeque lunch provided by district food services. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Continue Harvest of the Month | Fall 2015-Spring 2017 | Teacher | Teacher will receive, organize, and prepare the Harvest of the Month fruit and vegetable for delivery to classrooms. He/she will inform teachers of the delivery and track data on the usage of the program. | | | 0 |
| Continue Safe Routes to School Program | Fall 2015-Spring 2017 | Principal, Parent Facilitator | A program designed to raise awareness around creating healthy lifestyles by encouraging students and their families to walk or roll to school. Other major events to raise awareness are International Walk to School Day (October), Golden Sneaker Contest, and National Bike to School Day (May). | | | 0 |
| Convene Health and Wellness Committee | Fall 2015-Spring 2017 | PE teacher, Principal, School Nurse, Teachers and Parents | Committee meets regulary to identify and prioritize school wellness protocols. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Create Community Awareness with a First Aid Fundraiser (Company: First Response) | Fall 2015-2017 | Principal, teachers, student council | An opportunity to bring awareness to first aid and disaster preparedness. Students take home fundraising materials and have two weeks to sell First Response first aid supplies. 50% of the total sales is given to the school at the completion of the fund raiser. | | | 0 |
| Educate Students around emergency preparedness through Red Cross Pillowcase Project | Fall 2015-Spring 2017 | 3rd-5th Grade Teachers, Red Cross Representative | An in class presentation for students in grades 3-5 designed to raise awareness of hazards and the importance of personal preparedness. A Red Cross representative will teach students the best ways to stay safe during emergencies both in the home and in their region. At the end of the lesson, students are provided with a pillowcase to store their emergency items in as well as an emergency preparedness workbook to take home and share with their families. | | | 0 |
| Continue to Provide Free Breakfast | Fall 2015-Spring 2017 | District Food Services and Principal | District provides free breakfast for all students. School will publicize this service all families. | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Promote Physical Fitness | Fall 2015-Spring 2017 | Principal and PE Teacher | To encourage healthy choices and physical activity, there will be a different exercise featured each month. During lunch there will be a lunch time Olympics club. The PE teacher will created a space where fitness accomplishments for the school can be posted.<br><br>PE teacher is also responsible for conducting the annual 4th and 5th grade fitness testing. | | | 0 |
| Update School Site Emergency Plan | Fall 2015-Spring 2017 | Principal and Safety Committee Members | School Safety Committee and Principal meet to coordinate site safety plan. Monthly emergency drills are conducted. | | | 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:** |
| Same as LCAP Goal |
| **SCHOOL GOAL #5:** |
| To ensure James Madison Elementary School is a safe environment for all students, families, and staff. |
| **Data Used to Form this Goal:** |
| School Safety Committee, School Site Survey and parent feedback |
| **Findings from the Analysis of this Data:** |
| The School Site Survey asked "Do you feel your child is safe at school?" 64%replied with the 5/5 and 26% report a 4/5 sccore. 90% of the responses indicated high marks for school safety. 4% had no response and the remaining 6% gave a 3/5 score. |
| **How the School will Evaluate the Progress of this Goal:** |
| We will track the number of parent concerns and communication regarding traffic and student drop off. We will survey students, parents, and staff annually with a school Safety Survey |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Puchase signage and safety devices | fall 2015 | principal / office manager | signs and cones | 4000-4999: Books And Supplies | Site Formula Funds | 300 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Review and purchase supplemental safety supplies as needed to support emergency preparedness: water, food, first Aid supplies. | each year | principal | water for each class | 4000-4999: Books And Supplies | Site Formula Funds | 100 |
| | | | first aid supplies | 4000-4999: Books And Supplies | Site Formula Funds | 200 |
| | | | food | 4000-4999: Books And Supplies | Site Formula Funds | 100 |
| | | | tarps | 4000-4999: Books And Supplies | Site Based Gifts and Donations | 100 |
| Continue Emergency Preparedness Drills | Fall 2015-Spring 2017 | Principal, Office Staff, Teachers | Throughout the year the school will practice monthly fire drills, two earthquake drills, and a lockdown drill in order to better prepare students and staff for an actual emergency. | | | 0 |
| Improve Traffic Control | Fall 2015-Spring 2017 | Principal, SL Police Department | Principal will enlist the help of the SL police department to help better control traffic in front of the school as well as the drop off and pick-up area near the school's parking lot. | | | 0 |
| Purchase Leaf Blower | Fall 2015 | Principal | A new leaf blower for the custodian to help keep the campus clean. | | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO | 250 |
| Purchase Recess Equipment | Fall 2015-Spring 2017 | Principal, PE Teacher | Replace recess equipment including: jump ropes, tether balls, soccer balls, basketballs, and other items students frequently use. | 4000-4999: Books And Supplies | Site Formula Funds | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Participate in District Wide Beautification Day | Fall 2015-Spring 2017 | Principal, Teachers, Community | Madison will participate in the District's Beautification Day. Volunteers will clean up classrooms, wipe down desks, and assist in cleaning up the garden. | | | 0 |
| Work with community / business partners to enhance school facilities. | spring 2015 and beyond | Principal, families, communities | Continue to build business and community partners to support identify resources and remedy needs in alignment with district facility protocols. | | | 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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br><br>2000-2999: Classified Personnel Salaries<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures<br>5800: Professional/Consulting Services And Operating Expenditures | Common Core<br><br>LCFF - Supplemental | 66,000<br><br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br><br>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<br><br>ALL | 4000-4999: Books And Supplies<br><br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>4000-4999: Books And Supplies<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5700-5799: Transfers Of Direct Costs<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>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<br>ALL | 1000-1999: Certificated Personnel Salaries<br>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<br>ALL | 1000-1999: Certificated Personnel Salaries<br>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<br>English Learners | 5800: Professional/Consulting Services And Operating Expenditures<br>1000-1999: Certificated Personnel Salaries<br>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<br>English Learners<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>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<br><br>ALL | 5800: Professional/Consulting Services And Operating Expenditures<br>1000-1999: Certificated Personnel Salaries<br>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<br><br>ALL | 5800: Professional/Consulting Services And Operating Expenditures<br>1000-1999: Certificated Personnel Salaries<br>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<br>Low income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient | 5800: Professional/Consulting Services And Operating Expenditures<br>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.<br>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:<br>Connecting to the city's fiber optic loop<br>Upgrading switches and internal fiber<br>Installing new WiFi<br>Increasing Internet bandwidth<br>Adding devices | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide<br><br>ALL | 5000-5999: Services And Other Operating Expenditures<br>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<br><br>ALL | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental<br><br>Common Core | 604,000<br><br>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<br>ALL | 1000-1999: Certificated Personnel Salaries<br>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<br>ALL | 2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>5800: Professional/Consulting Services And Operating Expenditures<br>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.<br>Improved communication will lead to increased parental involvement and better employee engagement.<br>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<br>ALL | 2000-2999: Classified Personnel Salaries<br>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<br><br>ALL | 2000-2999: Classified Personnel Salaries<br><br>5800: Professional/Consulting Services And Operating Expenditures<br><br>5900: Communications<br><br>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.<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>5800: Professional/Consulting Services And Operating Expenditures<br>3000-3999: Employee Benefits | LCFF - Supplemental<br><br>Other | 315,000 |
| 4.3 Increased nursing and health support services | 2015-2016 | Student Services, Special Education, & Community Wellness | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>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<br><br>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<br><br>ALL | 5000-5999: Services And Other Operating Expenditures<br>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<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures<br>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:<br>Bancroft Middle School painting, parking lot repair, and door replacement<br>Fencing<br>Air Conditioning at McKinley and Muir<br>Security Cameras<br>Portable ramps<br>Partial funding for remodeling of Health and Wellness Center | 2015-2016 | Business and Operations Division | LEA-wide and targeted schools<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures<br>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)** |
| Site Formula Funds | 27,095.00 | 45.00 |
| Donations | 10,000.00 | 0.00 |
| Parent Teacher Association/Parent | 2,950.00 | 0.00 |

| Total Expenditures by Funding Source | |
|---|---|
| **Funding Source** | **Total Expenditures** |
| Donations | 10,000.00 |
| Other | 0.00 |
| Parent Teacher Association/Parent Faculty Club | 2,950.00 |
| Site Based Gifts and Donations | 100.00 |
| Site Formula Funds | 27,050.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type**

| Object Type | Total Expenditures |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 11,800.00 |
| 2000-2999: Classified Personnel Salaries | 1,400.00 |
| 4000-4999: Books And Supplies | 13,050.00 |
| 5000-5999: Services And Other Operating Expenditures | 1,000.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type and Funding Source**

| Object Type | Funding Source | Total Expenditures |
|---|---|---|
| | Donations | 10,000.00 |
| | Other | 0.00 |
| | Parent Teacher Association/Parent Faculty | 2,850.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty | 100.00 |
| 4000-4999: Books And Supplies | Site Based Gifts and Donations | 100.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 11,800.00 |
| 2000-2999: Classified Personnel Salaries | Site Formula Funds | 1,400.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 12,850.00 |
| 5000-5999: Services And Other Operating | Site Formula Funds | 1,000.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Goal**

| Goal Number | Total Expenditures |
|---|---|
| **Goal 1** | 33,650.00 |
| **Goal 2** | 1,800.00 |
| **Goal 3** | 1,900.00 |
| **Goal 4** | 1,200.00 |
| **Goal 5** | 1,550.00 |

## 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 |
|---|---|---|---|---|---|
| Garry Grotke | X | | | | |
| Richard Chennault | | | | X | |
| Taniescha LaRossa | | | | X | |
| Samantha Tung | | | X | | |
| Jenny Kubicki | | X | | | |
| Danille Gallagher | | X | | | |
| Nancy Cardenas | | | | X | |
| Jill Synott | | | | X | |
| Shari Taniguchi | | | | X | |
| Julia Chivers | | X | | | |
| **Numbers of members of each category:** | **1** | **3** | **1** | **5** | |

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

## 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):**

| | | |
|---|---|---|
| X | State Compensatory Education Advisory Committee | Signature |
| X | English Learner Advisory Committee | Signature |
| X | Special Education Advisory Committee | Signature |
| X | Gifted and Talented Education Program Advisory Committee | Signature |
| | District/School Liaison Team for schools in Program Improvement | Signature |
| X | Compensatory Education Advisory Committee | Signature |
| | Departmental Advisory Committee (secondary) | Signature |
| X | Other committees established by the school or district (list): School Safety Committee, PBIS, Health and Wellness, | 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 May 28, 2015.

Attested:

| Gerhard Grotke | | |
|---|---|---|
| Typed Name of School Principal | Signature of School Principal | Date |
| Taniescha LaRossa | | |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

4. **What type of parent/guradian engagement activities are you most interested in?**
*Check all that apply.*

- [ ] Meetings (PTO, ELAC, SSC)
- [ ] Community Events (Carnival, Fundraising, Beautification Day, Abilities awareness fair
- [ ] Field Trips
- [ ] Volunteering in the Classroom

5. **How involved have you been as a parent/guardian either as a volunteer or participant in one of our parent groups?**
*Mark only one oval.*

- ◯ Not at all
- ◯ A little bit
- ◯ Occasionally
- ◯ Very involved

6. **What time of day best supports your ability to participate in parent education / activities? ***
*Mark only one oval.*

- ◯ Beginning of school day (8:00 am-10:00 am)
- ◯ Anytime during the school day (8:00 am-3:00 pm)
- ◯ After school (3:00 pm-5:30 pm)
- ◯ Evening (5:30 pm-8:30 pm)
- ◯ Virtual online meeting format

7. **Madison School Cleanliness**
How clean and pleasant are the school facilities?
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Needs attention | ◯ | ◯ | ◯ | ◯ | ◯ | Clean and tidy |

8. **Do you feel your child is safe at school?**
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| rarely | ◯ | ◯ | ◯ | ◯ | ◯ | always |

14. **Reading / Language Arts**
Please rate the effectiveness for your child.
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| very concerned | ◯ | ◯ | ◯ | ◯ | ◯ | very satisfied |

15. **Mathematics**
Please rate the effectiveness for your child.
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| very concerned | ◯ | ◯ | ◯ | ◯ | ◯ | very satisfied |

16. **Science**
Please rate the effectiveness for your child.
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| very concerned | ◯ | ◯ | ◯ | ◯ | ◯ | very satisfied |

17. **History / Social Science**
Please rate the effectiveness for your child.
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| very concerned | ◯ | ◯ | ◯ | ◯ | ◯ | very satisfied |

18. **Technology Skills and Computer Sciences**
Please rate the effectiveness for your child.
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| very concerned | ◯ | ◯ | ◯ | ◯ | ◯ | very satisfied |

19. **Physical Education**
Please rate the effectiveness for your child.
*Mark only one oval.*

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| very concerned | ◯ | ◯ | ◯ | ◯ | ◯ | very satisfied |

25. **How satisfied are you overall with your child's educational experience at James Madison?**
*Mark only one oval.*

- ◯ Extremely Satisfied
- ◯ Very Satisfied
- ◯ Somewhat Satisfied
- ◯ Not Satisfied

26. **What additional information / input would you like to provide James Madison Elementary School?**
Please attach a response if needed.

.....

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# 2015 Spring ELD/ EPL Grade Levels Madison

| Teachers | grade | # stu class | EPL 1 | EPL 2 | EPL 3 | EPL 4 | EPL 5 |
|---|---|---|---|---|---|---|---|
| Arcuri | K | 7 | 2 | 2 | 3 | | |
| Leung | K | 9 | 2 | 2 | 5 | | |
| **Kinder totals** | **13.3%** | **16** | **4** | **4** | **8** | | |
| Nowakowski | 1st | 11 | 1 | | 1 | 5 | 2 |
| Cappelli | 1st | 8 | | 2 | 3 | 5 | 1 |
| Chivers | 1st | 9 | | 1 | 5 | 2 | 1 |
| **1st totals** | **24.2%** | **29** | **1** | **3** | **9** | **12** | **4** |
| Daniels | 2nd | 7 | 1 | | 3 | 3 | |
| Lew | 2nd | 12 | | 3 | 2 | 3 | 4 |
| Yamamoto | 2nd | 6 | | | 1 | 1 | 4 |
| **2nd totals** | **20.8%** | **25** | **1** | **3** | **6** | **7** | **8** |
| Kubicki | 3rd | 13 | | | 2 | 6 | 5 |
| Santos | 3rd | 13 | 1 | 1 | 1 | 7 | 3 |
| **3rd totals** | **21.7%** | **26** | **1** | **1** | **3** | **13** | **8** |
| Gallagher | 4th | 8 | | | 5 | 3 | |
| Perras | 4th | 7 | 1 | 1 | 3 | 2 | |
| **4th totals** | **12.5%** | **15** | **1** | **1** | **8** | **5** | |
| Pegram | 5th | 7 | | | 6 | **1** | |
| Parsons | 5th | 2 | | | | 2 | |
| **5th totals** | **0.41%** | **9** | | | **6** | **3** | |
| Madison totals | | **120** | **8** | **12** | **40** | **40** | **20** |
| | | **students** | **0.06%** | **0.10%** | **0.33%** | **0.33%** | **0.167** |
| | **RSP** | | | | | | |
| Stapleton | | | *4* | | | | |
| Woods | | | *6* | | | | |
| James | | | ***6*** | | | | |
| Long | Pre k | | | | | | |
| SDC totals + | **.10%** | *134* | ***14*** | *11.2%* | | | |

Numbers after January results

**Madison Elementary Discretionary Allocation**

| FND | OBJT | RSRC | GOAL | FUNC | LOC | MG | YR | OPT | 2012-13 Actual Expenditures | 2013-14 Actual Expenditures | 2014-15 Revised Budget as of 4-13-15 | 2014-15 Actual Expenditures&Encumbrance as of 4-13-15 | 2014-15 Budget minus Actual Expenditures&Encumbrance as of 4-13-15 | 15-16 Proposed Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 010 | 1103 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | | 150.00 | - | 150.00 | 400.00 |
| 010 | 2102 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | 201.72 | 200.00 | 196.09 | 3.91 | 200.00 |
| 010 | 2908 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 185.63 | | | | - | |
| 010 | 3101 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | | 14.00 | - | 14.00 | |
| 010 | 3202 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | - | 23.09 | 24.00 | 23.08 | 0.92 | |
| 010 | 3312 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 11.51 | 12.55 | 13.00 | 12.15 | 0.85 | |
| 010 | 3321 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | | 3.00 | - | 3.00 | |
| 010 | 3322 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 2.69 | 3.00 | 3.00 | 2.84 | 0.16 | |
| 010 | 3501 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | | 1.00 | - | 1.00 | |
| 010 | 3502 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 2.05 | 0.11 | 1.00 | 0.11 | 0.89 | |
| 010 | 3601 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | | 4.00 | - | 4.00 | |
| 010 | 3602 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 4.27 | 4.20 | 5.00 | 4.50 | 0.50 | |
| 010 | 3701 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | | 2.00 | - | 2.00 | |
| 010 | 3702 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 1.86 | 2.57 | 2.00 | 1.38 | 0.62 | |
| 010 | 4310 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 256.99 | - | 4,517.00 | 3,801.19 | 715.81 | 500.00 |
| 010 | 4400 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | - | 1,000.00 | - | 1,000.00 | 1,000.00 |
| 010 | 4501 | 0000 | 0000 | 2700 | 004 | 04 | | 403 | 1,616.86 | 8,161.49 | 6,459.00 | 6,425.04 | 33.96 | 7,000.00 |
| 010 | 4501 | 0000 | 1110 | 2700 | 004 | 04 | | 403 | 1,254.19 | - | | | - | |
| 010 | 4504 | 0000 | 0000 | 3140 | 004 | 04 | | 403 | 728.48 | 273.38 | 476.00 | 440.44 | 35.56 | 1,000.00 |
| 010 | 4505 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 2,605.02 | 3,097.85 | | | - | 2,095.00 |
| 010 | 5230 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 110.00 | - | 450.00 | 420.00 | 30.00 | 1,000.00 |
| 010 | 5751 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | | - | 300.00 | - | 300.00 | 400.00 |
| 010 | 5902 | 0000 | 1110 | 1000 | 004 | 04 | | 403 | 1,005.70 | 840.62 | - | 357.30 | (357.30) | 500.00 |
| **TOTAL** | | | | | | | | | **7,785.25** | **12,620.58** | **13,624.00** | **11,684.12** | **1,939.88** | |

| | |
|---|---|
| **Total 2015-16 Propose Budget** | 14,095 |
| **Preliminary 2015-16 Allocation** | 14,095 |
| **Balance over/under Budget** | - |

| FND | OBJT | RSRC | GOAL | FUNC | LOC | MG | YR | OPT | 2012-13 Actual Expenditures | 2013-14 Actual Expenditures | 2014-15 Revised Budget as of 4-13-15 | 2014-15 Actual Expenditures&Encumbrance as of 4-13-15 | 2014-15 Budget minus Actual Expenditures&Encumbrance as of 4-13-15 | 15-16 Proposed Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 010 | 1103 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 1,000.00 | 225.00 | 775.00 | 7,500.00 |
| 010 | 2103 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 300.00 | 175.31 | 124.69 | 500.00 |
| 010 | 3101 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 89.00 | 19.98 | 69.02 | |
| 010 | 3202 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 36.00 | 20.63 | 15.37 | |
| 010 | 3312 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 19.00 | 10.86 | 8.14 | |
| 010 | 3321 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 15.00 | 3.26 | 11.74 | |
| 010 | 3322 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 5.00 | 2.53 | 2.47 | |
| 010 | 3501 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 1.00 | 0.12 | 0.88 | |
| 010 | 3502 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 1.00 | 0.08 | 0.92 | |
| 010 | 3601 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 23.00 | 5.15 | 17.85 | |
| 010 | 3602 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 7.00 | 4.02 | 2.98 | |
| 010 | 3701 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 7.00 | 1.56 | 5.44 | |
| 010 | 3702 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 3.00 | 1.23 | 1.77 | |
| 010 | 4310 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 6,059.00 | 4,049.24 | 2,009.76 | 4,000.00 |
| 010 | 4501 | 0000 | 1110 | 1000 | 004 | 04 | | 503 | | | 5,435.00 | 2,419.43 | 3,015.57 | 1,000.00 |
| **TOTAL** | | | | | | | | | **-** | **-** | **13,000.00** | **6,938.40** | **6,061.60** | |

$1500 for conferences

| | |
|---|---|
| **Total 2015-16 Propose Budget** | 13,000 |
| **Preliminary 2015-16 Allocation** | 13,000 |
| **Balance over/under Budget** | - |