The Single Plan for Student Achievement

School: James Monroe Elementary School

CDS Code: 01-61291-6002430

District: San Leandro Unified School District

Principal: Jeannette McNeil

Revision Date: June 15th, 2015

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:

Contact Person: Rosanna Mucetti, Ed.D

Position: Deputy Superintendent, Educational Services

Phone Number: (510) 667-3509

Address: 835 E. 14th Street
San Leandro, CA 94577

E-mail Address: rmucetti@slusd.us

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 4

- Data Analysis 4
- Surveys 4
- Classroom Observations 5
- Analysis of Current Instructional Program 6

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 20
- School Goal #3 23
- School Goal #4 27
- School Goal #5 32

Centralized Services for Planned Improvements in Student Performance 34

- Centralized Service Goal #1 34
- Centralized Service Goal #2 44
- Centralized Service Goal #3 46
- Centralized Service Goal #4 48
- Centralized Service Goal #5 50

Summary of Expenditures in this Plan 52

- Total Allocations and Expenditures by Funding Source 52
- Total Expenditures by Object Type 53
- Total Expenditures by Object Type and Funding Source 54
- Total Expenditures by Goal 55

School Site Council Membership 56

Recommendations and Assurances 57

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.

James Monroe Elementary School's Vision and Mission Statements
Mission:
Engage students in rigorous, meaningful, learning, that is simultaneously student centered and standards based.

Vision:
"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all."

School Profile

James Monroe is a single story school in a quiet, residential neighborhood in San Leandro. We are comprised of just over 400 students including one TK class, two classes each at K-5th grade, three special day classes, and an adult transition class. We have an art teacher, a music teacher, and a PE teacher who provide special instruction in those areas. Additionally we have a resource teacher, speech therapists, a school psychologist, counseling interns, and a nurse. We also have a librarian, a parent facilitator, two office staff people, as well as a principal to support students and families. Additionally we have long term volunteers who help at our school. We are a racially and linguistically diverse learning community. We have a thriving PTO/Dad's Club, ELAC, and SSC. We plan many opportunities for families and staff to celebrate and learn together.

We are implementing CCSS, as well as project based and blended learning. Classes take field trips throughout the year to build on classroom learning, and apply knowledge to real world experiences, gaining a deeper understanding of critical concepts. We work with Soul Shoppe (an outside provider) in conjunction with additional school based initiatives to create a safe and supportive learning environment. We have a vibrant student council which initiates and facilitates projects throughout the school year including fundraisers for charity, as well as the Whacky Olympics, an end of year, school wide day of activities (a student favorite.)

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).

This year we conducted 4 official surveys. We surveyed our staff, students, and families. We also conducted an English learner survey for our English learner families.

The following are major trends from the staff survey:

- Staff reports overall satisfaction with their experience at James Monroe (84.2% are extremely or very satisfied)
- Staff reports that they would like more training specifically in the areas of technology integration, CCSS implementation, and project based learning
- Staff overwhelmingly supports our intervention programs
- Staff overwhelmingly supports our initiatives designed to foster a safe school environment

- Staff would like to provide more family trainings/family engagement activities in a variety of areas including disaster preparedness, CCSS, and technology
- Staff wants more time for collaboration to support implementation of technology integration, CCSS implementation, and project based learning
- Staff wants a more secure campus (a fence around our school where it is currently open)

The following are major trends from the family survey:

- Families report overall satisfaction with their child's experience at James Monroe (84.4% of families reported that they were extremely or very satisfied)
- Families report high satisfaction with our academic intervention/support programs (noted in comments)
- Families report that their students overwhelmingly feel safe at James Monroe (79.2% of families report that their student feels extremely or very safe)
- Families overwhelmingly want us to continue our initiatives designed to foster a safe school environment (94.6% of families want us to continue to have a comprehensive plan to address school climate)
- Families overwhelmingly want more enrichment opportunities for students (noted in comments)
- Families enjoy our engagement activities and would like to see more, including emergency preparedness, technology, and accessing district services
- Families reported that they want a fence to secure our campus (noted in comments)

The most notable data trend from our student survey was that 93.5% of students feel they were supported to do their best learning at James Monroe.

The most notable data trends from our EL Parent survey were that ELAC meetings are held regularly, are translated, and the principal attends all meetings.

Classroom Observations

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

This year the principal performed formal observations resulting in formal end of year evaluations with 16 teachers. She also officially evaluated 7 classified employees. Throughout the day and year the principal visited classrooms regularly in addition to formal observation times. She often provided feedback in the form of emails or notes highlighting what she saw or noticed. The written feedback was often followed by conversations regarding the observations.

Some of the trends that I observed were that classrooms were inviting, and well managed. Students were overwhelmingly engaged, on task, and respectful of the learning environment. Teachers were caring and had positive interactions with students.

Over the course of the year I noticed changes in instruction. Towards the middle of the year I noticed more teachers implementing project based units of instruction. I noticed the use of more non-fiction text, and more technology integration. This was evident in many classrooms throughout the school. Teachers reported that professional development was directly related to their change in instruction. Teachers reported that the use of videos to demonstrate new strategies specifically in the area of CCSS implementation was highly effective. Teachers noted that the hands on professional development provided also increased their technology integration over the course of the year. While these areas are improving, project based learning and technology integration continue to be areas for professional development and focus for our school.

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

Barrier: Families have very limited income to provide additional academic support or enrichment experiences for students. One of our school goals is to provide more targeted small group instruction during the school day, as well as academic intervention and enrichment after school, free for students.

Barrier: Families are not sufficiently informed about district/school initiatives including CCSS, blended learning, available technology software, and accessing support services. One of our school goals is to provide additional interactive trainings for families in a variety of areas. Due to our English Learner population we will need to have trainings and information available in Spanish and Cantonese.

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	240	235		25	24		28	28		54	52	
Growth API	810	769		842	722		768	770		880	871	
Base API	799	810		814	842		733	768		881	880	
Target	1	A								A	A	
Growth	11	-41								-1	-9	
Met Target	Yes	No								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	99	99		117	102		163	182		52	40	
Growth API	762	731		810	784		801	756		682	655	
Base API	747	762		817	810		780	801		735	682	
Target	5	5		A	A		5	A				
Growth	15	-31		-7	-26		21	-45				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. Based on this data we clearly see that our Asian students are scoring very well in comparison to all other student groups.
2. Our White students went down over 100 points, our African American students went up 2 points, our Asian students went down 9 points (but remained well over 800, at 871,) our Latino students went down 31 points, our English Learners went down 26 points, our Socioeconomically Disadvantaged students went down 45 points (while their numbers grew by 19 students,) and our Students with Disabilities went down 27 points.) According to this data the only numerically significant student groups were Asian, Latino, English Learners, and Socioeconomically Disadvantaged students.
3. Overall we lost ground according to this assessment.

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	129	105		13	9		15	16		38	34	
Percent At or Above Proficient	53.8	44.7		52.0	37.5		53.6	57.1		70.4	65.4	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		No	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	43	32		67	47		88	75		18	15	
Percent At or Above Proficient	43.4	32.3		57.3	46.1		54.0	41.2		34.6	37.5	
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		Yes	No		--	--	

Conclusions based on this data:

1. We have a 100% participation rate with all sub groups two years in a row.
2. We made a slight gain with our African American sub group and our Students with Disabilities sub group. All other sub groups declined.
3. Our Asian sub group scored the best proficiency rate at 65.4%, followed by our African American sub group at 57.1%. The only sub groups that were numerically significant were Asian, Latino, English Learners, and Socioeconomically Disadvantaged.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		97	100		100	100		99	100	
Number At or Above Proficient	158	134		19	13		14	15		46	41	
Percent At or Above Proficient	66.4	57.0		79.2	54.2		50.0	53.6		86.8	78.8	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	No		--	--		--	--		Yes	No	

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		97	100	
Number At or Above Proficient	51	47		79	61		100	98		27	12	
Percent At or Above Proficient	51.5	47.5		68.1	59.8		61.7	53.8		54.0	30.0	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. Our participation rate increased for the 2013 school year with 100% participation for all sub groups.
2. Our scores went up slightly for our African American sub group, but down in all other sub groups. Our Asian sub group scored highest at 78.8% proficient, with our next sub group, English Learners at 59.8% proficient, highlighting a large gap.
3. The only numerically significant sub groups were Asian, Latino, English Learners, and Socioeconomically Disadvantaged.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	4	11	46	12	50	24
1	1	5	6	27	12	55	2	9	1	5	22
2	3	9	6	18	14	42	6	18	4	12	33
3			5	20	8	32	5	20	7	28	25
4			3	19	6	38	3	19	4	25	16
5			5	71	2	29					7
Total	4	3	25	20	43	34	27	21	28	22	127

Conclusions based on this data:

1. We have a significant number of English Learners. English Learners comprise approximately a third of our total student population.
2. By fifth grade we have reclassified most of our English Learners, with only two students remaining at an intermediate level.
3. We must address the needs of our English Learners.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	107	98	95
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	107	98	95
Number Met	74	57	43
Percent Met	69.2%	58.2%	45.3%
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	132	20	110	12	111	9
Number Met	35	--	28	--	23	--
Percent Met	26.5%	--	25.5%	--	20.7%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	*	**Yes**	*	**No**	--

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

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Achievement, Access & Equity
LCAP GOAL:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #1:
James Monroe 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 the skills to become career and college ready in 21st century learning environments. Access to high quality educational programming and experiences will close the opportunity gap and create equitable outcomes for all students.
Data Used to Form this Goal:
• Old CST Data • Staff Survey • Family Survey • Renaissance STAR Reading and Math Data
Findings from the Analysis of this Data:
We need to strengthen our instruction and the educational opportunities and enrichment that we provide students and families in order to support all students to reach grade level CCSS. Based on our surveys we know that the staff and families support existing opportunities in the areas of intervention and family engagement activities. However, overwhelmingly, staff and families want more enrichment and family engagement activities offered to our school community. Additionally based on our survey data, teachers indicate time to collaborate and plan for implementation of CCSS and project based learning is crucial to the success of these initiatives.

How the School will Evaluate the Progress of this Goal:
• Survey Data • Technology Implementation Data • CELDT Data • Renaissance STAR Reading and Math Data • Developmental Reading Assessment Data • Reading Academy Data (Exit/Entrance Rates) • SBAC Reading and Math Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title 1 Program Specialist This position will be to support Title 1 programs, students, and families, in all aspects of implementation.	2015-2016	Principal/Title 1 Program Specialist	Hire .2% Title 1 Program Specialist:	1000-1999: Certificated Personnel Salaries	Title I	14500
				3000-3999: Employee Benefits	Title I	2500
Intervention TK-5th grade after school intervention taught by Monroe teachers and paras. Small groups of students identified through teachers, parents, and/or staff are offered additional after school instruction/support to meet grade level standards.	2015-2016	Title 1 Program Specialist	Intervention	1000-1999: Certificated Personnel Salaries	Title I	8479
				2000-2999: Classified Personnel Salaries	Title I	3874
				3000-3999: Employee Benefits	Title I	2647
Professional Development District coaches will spend a day in the Fall with grade level cluster teams, leading and facilitating professional development around implementation of CCSS and project based learning.	2015-2016	Principal Coordinating with District Coaches	Professional Development	1000-1999: Certificated Personnel Salaries	Title I	2550
				3000-3999: Employee Benefits	Title I	450

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD/ALD Para Support Hire one para educator to provide targeted instruction during ELD/ALD (English language development and academic language development) time. This para educator will support student engagement during regrouping time for ELD/ALD to support classroom instruction.	2015-2016	Principal	Hire Para Educator	2000-2999: Classified Personnel Salaries	Title I	3875
				3000-3999: Employee Benefits	Title I	1125

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Enrichment Provide a variety of after school enrichment classes using a combination of Monroe staff and outside providers free of charge for Monroe students. Some possible enrichment ideas are: Sports, Dance, Fitness Club (PE teacher) Book Club (classroom teacher) Computer Club (para educator) Media Club (classroom teacher) Science Club (outside provider) A combination of these classes will be offered after school each tri-mester, free of charge, including snack, for interested students. Other possible clubs may include language clubs, multicultural club, and lego club. Offerings for each tri-mester will be determined based on student/family interest as well as instructor availability.	2015-2016	Principal/Title 1 Program Specialist	After School Enrichment	1000-1999: Certificated Personnel Salaries	General Fund	5525
				3000-3999: Employee Benefits	General Fund	975
				4000-4999: Books And Supplies	General Fund	500
				5000-5999: Services And Other Operating Expenditures	General Fund	3000
Professional Development District coaches will spend a day with grade level cluster teams, in the Spring, leading and facilitating professional development around implementation of CCSS and project based learning.	2015-2016	Principal in Coordination with District Coaches	Professional Development	1000-1999: Certificated Personnel Salaries	General Fund	2550
				3000-3999: Employee Benefits	General Fund	450

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental Supplies Purchase supplementary supplies to extend and enrich project based learning opportunities.	2015-2016	Principal/Title 1 Program Specialist	Supplemental Supplies	4000-4999: Books And Supplies	Title I	10,000
Supplemental Supplies Purchase supplementary supplies to support art, music, and PE instruction.	2015-2016	Principal/Title 1 Program Specialist	Supplemental Supplies	4000-4999: Books And Supplies	General Fund	3,000
Family Trainings Provide site specific trainings for families in the areas of emergency preparedness, CCSS, Accessing support services, and technology. These trainings will be provided in English, Spanish, and Cantonese	2015-2016	Principal, Teachers, Staff	Family Trainings	2000-2999: Classified Personnel Salaries	General Fund	388
				3000-3999: Employee Benefits	General Fund	112
				4000-4999: Books And Supplies	General Fund	500
				5000-5999: Services And Other Operating Expenditures	General Fund	1000
Reading Academy Students who are identified as needing additional instruction to reach grade level CCSS in Language Arts will attend Reading Academy extended day program, for small group instruction. Teachers will monitor progress for all students in order to enter and exit students into and out of the program as needed.	2015-2016	Teachers	Reading Academy			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly Professional Development Teachers will engage in weekly professional development on Wednesdays and the first Monday of the month in the identified and target areas of: CCSS Implementation Project Based Learning Technology Integration	2015-2016	Staff	Weekly Professional Development			0
Classroom Visits Principal will regularly visit classrooms and provide feedback on the level of implementation of CCSS, technology integration, and project based learning.	2015-2016	Principal	Classroom Visits			0
School Wide Data Analysis Teachers and staff will analyze reading and math data from Renaissance STAR Reading and Math assessments, as well as the Developmental Reading Assessment, to plan instruction and support student achievement/growth towards CCSS.	2015-2016	Principal/Teachers	School Wide Data Analysis			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize District Coaches Monroe principal, teachers and staff will utilize District Coaches to work on individual areas of need as well as site level needs. Monroe staff will reach out to District Coaches to receive support in areas such as: Technology Integration Project Based Learning Small Group Instruction CCSS Implementation Writing Program Pilot Implementation Math Instruction	2015-2016	Staff	Utilize District Coaches			0
District Professional Development Days Monroe staff will participate in District lead professional development days. We will take advantage of PD that is offered through the district in order to strengthen our understanding and implementation of District initiatives.	2015-2016	Staff	District Professional Development			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:
At Monroe we will utilize 21st century technology to support, improve, and enhance student learning to meet the Common Core State Standards (CCSS.) We will work to integrate technology into our instruction throughout the school day and beyond.
Data Used to Form this Goal:
• Student Survey • Staff Survey • Family survey • Principal Walkthrough Observations • Tech Usage Data
Findings from the Analysis of this Data:
Our Family Survey shows that our community feels technology integration and education is extremely or very important (83.2 %.) Students specifically feel technology is very important (70%.) However, only 15.8% of our teachers are integrating technology extremely or very well into their instruction. This clearly shows a need to improve in this area.
How the School will Evaluate the Progress of this Goal:
• Student Survey • Staff Survey • Family Survey • Google Student Account Usage • Chromebook Sign Up Rates • Software Usage Rates (Newsela, Scholastic Online, Discovery Ed, Compass Learning, Raz Kids, and others provided by the District) • Principal Walkthrough Observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain Technology Hardware Purchase bulbs, additional projectors, and document cameras as needed so that all teachers have working technology.	2015-2016	Title 1 Program Specialist	Maintain Technology Hardware	4000-4999: Books And Supplies	Title I	3,000
Hourly Technology Support Pay hourly to provide two hours of training and support monthly, for Monroe teachers, towards implementation/integration of technology into daily instruction.	2015-2016	Principal/Teachers	Hourly Technology Support	1000-1999: Certificated Personnel Salaries	General Fund	850
				3000-3999: Employee Benefits	General Fund	150
Google Suite Teachers will use student google accounts to create, edit, and share assignments and projects. Teachers will work with students to learn to use this resource. Teachers will use google suite to collaborate with other staff members, present their learning and ideas, and plan instruction regularly.	2015-2016	Staff	Google Suite			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educational Websites/Technology Teachers and staff will use software provided by the District to provide small and whole group instruction. This will enhance Project Based Learning as well as small group/differentiated learning and assessment as needed. Websites that will be utilized include: • Discovery Ed • Newsela • Scholastic Online • Compass Learning • Razz Kids • Renaissance STAR Reading and Math Assessments	2015-2016	Staff	Educational Websites/Technology			0
Family Technology Trainings Parent facilitator will plan and coordinate parent trainings both large and small group, as well as individual, to support parents in learning about our online resources. These trainings will be in multiple languages to meet the needs of our families.	2015-2016	Principal/Parent Facilitator	Family Technology Trainings			0

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Community & Public Relations
LCAP GOAL:
All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #3:
All Monroe students, staff, parents, and community members will be able to communicate with Monroe Staff in a clear, accessible, and efficient manner as needed. Additionally Monroe staff will plan community and family engagement activities to enhance the home school connection for families. We will continue to foster positive community relations through visits and school fundraisers to assist worthy community agencies and support providers.
Data Used to Form this Goal:
• Student Survey • Staff Survey • Family Survey • Anecdotal Feedback • Monroe Website Usage • Remind.com users
Findings from the Analysis of this Data:
Survey data from our community tells us that parents appreciate our current activities, but want more community/family engagement activities for our community. There is also survey feedback that our community appreciates the weekly phone blast from the principal. The community also reports overwhelmingly that they like that the principal is in front of the school most days greeting students and families as they arrive. Our data shows our website is used inconsistently from month to month. Community agencies and care providers state that they appreciate our involvement in their community support work.
How the School will Evaluate the Progress of this Goal:
• Blackboard Connect Data • Monroe Website Visit Data • Parent Group Meeting Attendance • Attendance at Community Engagement Activities and Family Trainings

- Back to School Night and Open House Attendance
- Number of subscribers to Remind.com
- Family Survey Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community and Family Engagement Activities Hold school wide celebrations including a first annual multi-cultural dinner dance, root beer float social, Winter Celebration, Black History Assembly, Lunar New Year Assembly, Latino School Wide Celebration	2015-2016	Principal	School Wide Celebrations	4000-4999: Books And Supplies	General Fund	500
				5000-5999: Services And Other Operating Expenditures	General Fund	1500
Update Website Regularly Maintain current information on the Monroe Website that keeps the community up to date with our calendar, achievements, programs, etc.	2015-2016	Principal	Maintain Monroe Website			0
Use Remind.com Use texting to communicate critical reminders to our community	2015-2016	Principal	Remind.com			0
Greet Families Principal will be in front of the school as students and families arrive daily as much as possible to greet them.	2015-2016	Principal	Greet Families			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly Friday Phone Blast Send out a weekly phone blast letting families know about events for the coming week (Friday Phone Blast) and all important timely information	2015-2016	Principal	Weekly Friday Phone Blast			0
Send Monthly Newsletter Send out a monthly paper newsletter that is also posted on the web site in multiple languages (English, Spanish, and Cantonese.)	2015-2016	Principal/Office Staff	Monthly Newsletter	4000-4999: Books And Supplies	Title I	500
Support Community Agencies and Organizations Coordinate a food drive for Thanksgiving, a holiday food/toy drive for Winter holidays supporting Davis St.. Plan Regular Visits to the Fairmont Care Home to visit with residents. Additional fundraisers for community based support organizations to be determined by student council.	2015-2016	Student Council and Advisors, Teachers, Principal	Support Community Agencies and Organizations			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support/Maintain Parent Organizations Facilitate and support parent group meetings including outreach, planning, organizing, follow up activities, translation, etc. • ELAC • PTO/Dad's Club • African American Parent Group	2015-2016	Principal, Staff, Parent Leaders				
Parent Facilitator Our parent facilitator will be available to parents as needed. She will also help facilitate parent/community activities and parent groups. She will translate as able and as needed when working with parents.	2015-2016	Principal, Parent Facilitator	Support Parents			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:
Monroe school will continue to be a safe, healthy, and supportive school that collaborates with civic and community partners to ensure security, health and wellness; thereby creating a school that has a thriving positive climate. This positive school climate will be inclusive, focus on healthy living habits and relationships based on mutual respect, where students and families are provided access to resources to promote social and emotional well being.
Data Used to Form this Goal:
• Student Survey • Staff Survey • Family Survey • Positive Behavior Intervention and Support Data/Feedback • Discipline Data • Coordination of Services Team (COST) Data • Attendance Data
Findings from the Analysis of this Data:
79% of families believe their children are extremely or very safe at Monroe. 92.2% of families stated in the school survey that it is extremely or very important that we continue to have a comprehensive program to address school climate. 79% of staff feel that we are extremely or very effective at creating a school that shapes healthy children within a positive school climate. 79% of school staff believe that Soul Shoppe, one of our positive school climate programs, is extremely or very effective at helping create a positive and healthy school climate. Feedback from our PBIS coach and school team was very positive and supportive. Our COST program was well used by teachers and staff to identify students and families that

needed support. Both of these programs ran smoothly and effectively for our students and families.

How the School will Evaluate the Progress of this Goal:

- Student Survey
- Staff Survey
- Family Survey
- PBIS Data
- Discipline Data
- COST Data
- Attendance Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement COST Continue to implement COST in the referral and support for Monroe students and families who have needs above and beyond what is traditionally expected.	2015-2016	Principal/COST Lead				
Continue to implement PBIS Continue to implement PBIS to address school climate and discipline issues.	2015-2016	Principal/ PBIS Lead				
Continue to Partner with Soul Shoppe Continue to fund Soul Shoppe which addresses the social/emotional needs of our students using a monthly class meeting model.	2015-2016	Principal	Soul Shoppe	5000-5999: Services And Other Operating Expenditures	Title I	6,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue School Climate Assemblies Hold grade level cluster school expectation assemblies in the beginning of the year and throughout as needed.	2015-2016	Principal	Grade Level Assemblies			0
Continue School Wide Curriculum Agreements Continue for a second year with three themes that support a positive school climate and social/emotional health (We Are One Family, Underrepresented Heroes Past and Present, Our Planet is Our Home.)	2015-2016	Principal/Teachers	Curriculum Agreements			0
Positive Reinforcement Programs Continue programs that reinforce a positive school climate and healthy self-esteem: • Spirit Days • Eagle Points • Classroom Incentives • Student of the Week • Perfect Attendance Celebration Purchase a Monroe t-shirt for every student at the beginning of the year. Have extra shirts to give to students as they enroll throughout the year.	2015-2016	Principal/Teachers	Positive Reinforcement Programs Purchase Monroe t-shirt for every student.	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Donations Donations	1,000 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Food/Childcare Provide food and childcare for school events as needed (including professional development, parent trainings/meetings, community engagement activities.)	2015-2016	Principal/Parent Facilitator	Food/Childcare	2000-2999: Classified Personnel Salaries	Donations	388
				3000-3999: Employee Benefits	Donations	112
				4000-4999: Books And Supplies	Donations	500
				5000-5999: Services And Other Operating Expenditures	Donations	1000
Discipline Policies and Documents Review and update with staff agreed upon discipline policies and documents.	2015-2016	Staff	Discipline Policies and Documents			0
Free Breakfast All students will have access to free breakfast in the cafeteria daily. Principal and staff will make sure that every family knows students can have a free breakfast every morning regardless of income.	2015-2016	Staff	Free Breakfast			0
Harvest of the Month Classrooms receive free healthy foods monthly, for students to sample and for teachers to use in instruction and promotion of a healthy diet.	2015-2016	Staff	Harvest of the Month			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Government Students in grades 3-5 participate in student government. Students elect officers as well as student council representatives from each secondary classroom. These students plan activities and events for the school including fundraisers for worthy causes, and fun activities for the school such as "Whacky Olympics."	2015-2016	Staff/Students	Student Government			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:
Continue to improve facilities to ensure that we have a neat, clean, bright, welcoming, and functional school site that meets the needs of the community.
Data Used to Form this Goal:
• Family Survey • Student Survey • Staff Survey
Findings from the Analysis of this Data:
The community would like us to focus on cleanliness and safety.
How the School will Evaluate the Progress of this Goal:
• Family Survey • Student Survey • Staff Survey • Anecdotal Feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain Cleanliness Provide support and materials for custodians to clean the school. Encourage the entire community to clean up after ourselves and take pride in a clean school.	2015-2016	Principal, Custodians, Staff	Maintain Cleanliness			0
Maintain Entry Way Maintain our display case. Display student work in the entrance to our school. Update principal's message daily on the white board in the entry way.	2015-2016	Principal, Teachers	Maintain our display case, and have student work displayed in our entryway. Principal message daily on the white board.			0
Beautification Days Participate in yearly beautification days approved by SLUSD to make minor improvements and do gardening and cleaning work.	2015-2016	Community/Staff	Beautification Days			0

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

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

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

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

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

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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Donations	4,000.00
General Fund	21,000.00
Title I	60,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	34,454.00
2000-2999: Classified Personnel Salaries	8,525.00
3000-3999: Employee Benefits	8,521.00
4000-4999: Books And Supplies	19,500.00
5000-5999: Services And Other Operating Expenditures	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Donations	388.00
3000-3999: Employee Benefits	Donations	112.00
4000-4999: Books And Supplies	Donations	1,500.00
5000-5999: Services And Other Operating	Donations	2,000.00
1000-1999: Certificated Personnel Salaries	General Fund	8,925.00
2000-2999: Classified Personnel Salaries	General Fund	388.00
3000-3999: Employee Benefits	General Fund	1,687.00
4000-4999: Books And Supplies	General Fund	4,500.00
5000-5999: Services And Other Operating	General Fund	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	25,529.00
2000-2999: Classified Personnel Salaries	Title I	7,749.00
3000-3999: Employee Benefits	Title I	6,722.00
4000-4999: Books And Supplies	Title I	13,500.00
5000-5999: Services And Other Operating	Title I	6,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,000.00
Goal 2	4,000.00
Goal 3	2,500.00
Goal 4	10,500.00

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
Jeannette McNeil	X				
Sheila Faraghan		X			
Anna Yeung		X			
Marsha Martin			X		
Leo Sheridan				X	
Gina Neilson				X	
Christie Manning				X	
Dawn Silva				X	
Numbers of members of each category:	**1**	**2**	**1**	**4**	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Jeannette McNeil		
Typed Name of School Principal	Signature of School Principal	Date
Leo Sheridan		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date