The Single Plan for Student Achievement

School: Washington Elementary School

CDS Code: 01-61291-6002455

District: San Leandro Unified School District

Principal: Tracey Lantz

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:

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 .

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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.

Washington Elementary School's Vision and Mission Statements
School Vision and Mission
The Washington School Community is dedicated to providing equal access to learning for all students, where gender, race or socio-economic status does not predict academic achievement.

Students will:
- Receive instruction that is standards based and culturally responsive
- Be provided with a learning environment that is clean, safe, nurturing and rigorous
- Use current, state adopted curriculum materials
- Be held to a high level of academic achievement

Students will then demonstrate:
- Critical thinking skills
- Clear communication
- The ability to work collaboratively
- Respectful behavior

School Profile

Washington Elementary School Profile

Washington Elementary School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth marina, two golf courses and a large community library center. San Leandro is well known for its quiet, well defined neighborhoods full of charming and unique older houses on tree-lines streets. San Leandro residents are proud of both their neighborhood and homeowners' associations.

The school district has 12 schools (eight elementary school, two middle schools, one comprehensive high school, and one continuation high school). A highly competitive staff has established a close rapport with the students and the community. For the 2014-15 school years, 380 students are enrolled at Washington Elementary School. Student body demographics are shown in the chart below. Graphs of additional student body demographics are depicted in the appendix.
Student Enrollment by Ethnic Group as of 2014-15 CDE Website.

African American	15.4%
American Indian	.2 %
Asian	4.9%
Caucasian	6.4%
Filipino	2.8%
Hispanic or Latino	62.9%
Native Hawaiian/Pacific Is.	0.7%
Two or More Races	3.8%

In addition to our high caliber professional teaching staff, we provide an extensive array of support services to assist our teachers in meeting the diverse needs of our students. These support staff positions include a Special Education Teacher, an EL Support Provider, Mental Health Interns, Physical Activity Coach, Instructional Coach, Parent Facilitator, Librarian, Office Clerk-Student

Records, a Speech and Language Therapist, Trained CELDT examiners, Counseling Psychologist Intern, School Psychologist, Band and Choral Music, Art, Physical Education Specialists, and Principal. Together, the certificated and classified staff collaborates to provide a cohesive, well-integrated program for our students and families.

We have several well organized parent groups: PTA (Parent Teacher Association), to create lasting parent-home-school connections. Dad's Club, to create community building opportunities. ELAC (English Language Advisory Committee), to assist our Spanish speaking students and families, and best meet their academic and cultural needs. APAG (African American Parent Advisory Group), to support equitable teaching practices in the classroom and throughout our learning community. SSC (School Site Council), to strategize and dedicate funds based upon results of data, assessments, STAR, SBAC, DIBELS and CELDT scores to eliminate the racial disparity opportunity gap. Title I, to address the needs of our underperforming students and create compact with family, parents and students, to support academic success. Coffee Chat, to welcome, feed and support families with any questions as they arise throughout the school year in a relaxed environment.

SLUSD implemented a formative reading assessment system in 2010-11, which has been utilized by Washington called DIBELS. Our staff uses this system to gauge where students are not proficient in meeting state and district grade level learning standards, and apply programmatic strategic interventions to meet these standards. At grades 1st – 3rd, teachers take smaller groups of 8 – 10 students from 2:15 – 3:00pm for Tiered Intervention. After School Interventions are also provided for Title I students performing at far below basic. We are School Wide Title I as of 2011-12. This allows access to Title I funds to provide additional learning opportunities, materials and instruction for all Washington students.

Additionally, Washington is in its fifth year of Tiered Intervention. Tiered Intervention is the practice of providing high-quality instruction/intervention matched to student needs, and using learning rate over time and level of performance to make important educational decisions. The purpose of Tiered Intervention is to identify struggling students earlier and more accurately- employing the "catch them before they fall" vs. "wait until they fail" method, thus decreasing the number of students typically referred for special education. Fourth and fifth grade students will be provided with a district-wide prescribed research based reading recovery program for those students two years below grade level, and taught by our Resource Specialist, trained to implement this program.

These organizations, interventions, learning strategies and data results, are providing extensive on-going educational opportunities for our K -5 students. Thus, we are tracking our students' academic gains, increasing cultural awareness, by providing well researched instructional programs to prevent the inaccurate need for special education services throughout our learning community.

It is the goal of the San Leandro Unified School District, and Washington Elementary School, to have all subgroups at a performance band of Proficient or Advanced in English Language Arts and Mathematics by 2017-2018 on the new SBAC assessment.

Teachers, Principal and parent groups also examine benchmark data, using Illuminate resources for ELA and Math, Intervention materials and bell to bell instruction, to help eliminate the racial opportunity gap.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2014-2015 school year, we conducted Parent and Staff surveys to assess levels of implementation, satisfaction and concerns, as well as suggestions for improvement. Survey data was used to make budgetary decisions and guide school-wide goals. 174 parents responded to the general parent survey, 107 parents responded to the English Learner survey and 65% of staff responded to the survey.

Student Achievement, Access and Equity
Teacher would like more materials to supplement current materials to meet Common Core standards

Teachers would like more supplies to support Project Based Learning and integration of content areas.
Teachers and Parents expressed the need for more math intervention and additional support for EL students who are not showing growth on the CELDT.
Teachers prioritize collaboration with their peers in curriculum development, data analysis and school improvement goals.
When Parents were asked if the Academic Program meets academic needs - 79% say yes, 11% I don't know, 5% yes but need more, 5% No
Teachers would like continued opportunity for training

Technology:
Parents generally felt we were doing a good job in Technology; 70% are Extremely or Very Satisfied. Many asked for more projects that include technology & teaching keyboarding.
Teachers would like continued opportunity for training

Community and Public Relations:
Overall our parents are satisfied with variety of communication. Families are getting information from many different avenues.
Parents generally felt that there were strategies in place to engage parents to attend and engage at Washington - 70% feel there are strategies at the school, 9% didn't know.
Parent chose multiple activities that they had participated in and parents felt that the activities were positive.
EL parents responded that ELAC meetings were held and announced in timely manner - 92% yes
Majority of English Learner parents said there was adequate translation - 65% yes, 19% no, we have families that speak other languages that do not receive translation. This is an area for improvement.
Majority of EL parents stated that they were aware of ELD requirements - 86% yes, 12% no
EL parents expressed that they understood CELDT Requirements - 80% yes, 15% no, 5% I don't know.
Majority of EL parents expressed that they knew how we monitor progress - 60% yes, 35.5% no. However, this is an area of growth.
Majority of EL parents expressed that they understand Reclassification - 66% yes, 30% no. However, with the changes in the requirements, we could improve in this area.
Majority of EL parents expressed that they had Information about how to help student succeed - 75.5% yes, 12% yes but need more, 10% no
Teachers value communication with families

School Safety, Health and Wellness:
60% of parents said their child feels extremely or Very Safe. Very small % feel not safe. Most comments were about gates and fencing around the school.
WIth regards to programs and supports available to children, parents typically checked multiple activities and expressed that they felt we had a good choice of support programs for children in these areas.
Staff discussed if Washington could have two after school programs run side by side ie. ASES & a paid program.
Many EL Parents felt they were knowledgeable about the program their child is in - 75% are aware, 25% No or Not familiar with the programs.
Teachers see benefit in our "coach program" that teaches leadership, problem solving and recess game rules in supporting the classroom environment
Staff would like more enrichment programs after school.

Facilities:
The comments about facilities was overwhelmingly about gates and fencing. The community repeated this theme in a few different areas of the survey and it has been a topic at a number of parent 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.

Based on informal walkthroughs on a weekly basis, it is observed that teachers are using technology to personalize the learning path for students by using Compass Learning, Imagine Learning, Raz Kids and Discovery Education. Additionally, the use of our google calendar shows that our carts are in use most of the day, each day throughout the school and from K-5th grade. However, various degrees of frequency of use as well as capacity of use ranges from classroom to classroom. While most teachers in the fall were using chromebooks with the whole class on the same activity and program while the teacher would circulate, by the spring more than 50% of teachers were doing more individualization as well as using that time to meet with small groups

From observations of instruction, I noticed that teachers are incorporating more and more supplemental materials such as EngageNY ELA as we transition to Common Core Standards. More than 50% of teachers have implemented one or more Project Based Learning project this year. Additionally, I have noticed a marked increase in the opportunities for public speaking either in front of their classroom peers or another audience. Additionally, throughout the school, GLAD strategies are regularly being implemented and integrated throughout various content areas.

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.

According to STAR Renaissance test data, both ELA and Math scores increased from the beginning of the school year, especially in the area of Math. However, we did not have a significant amount of students scoring proficient in either ELA or Math. However, our math scores tend to be higher across the grades than ELA.

An area of growth for our school is Writing. We have not had a strong writing curriculum or standard way to access writing in a few years. We are eager to pilot the program Being a Writer as a school.

Description of Barriers and Related School Goals

There are several barriers related to our school goals. Schoolwide implementation of blending learning is variable and dependent on staff comfort and training experience. As we become more comfortable with the technology and data, we need to strategically use the data to drive the individualized learning paths that the technology can provide to provide practice and intervention opportunities. The change in some forms of data particularly in the upper grades have made it more difficult this year to analyze data to inform instruction. Teachers need to more training and experience in using the STAR Renaissance data better. We also need math assessments at the lower grades to help us guide instruction. Additionally, training on formative diagnostic assessments in reading would be beneficial at the lower grades to target learning needs and accelerate learning. Collaboration time is an emphasis in our plan of action, as well as teacher training and support.
Our African American, Latino, SES and SPED students are scoring significantly below their white counterparts. We need to continue the implementation of our culturally relevant strategies, engagement protocols, GLAD strategies as well as examine deficit thinking. This is especially true with new staff that has come on board in the recent years and new staff who will be joining us for the 15-16 school year. However, a refresher and a recalibration of strategies with continuing staff would be appropriate as well.

Teachers have begun to use EngageNY ELA materials but they need more time to collaborate around the implementation of this program. Additionally, teachers are really feeling a gap in our writing program. They have all decided to participate in a pilot of the program "Being a Writer." for the next school year. Providing teachers with time to collaborate and analyze students work with respect to the program and the Common Core standards will help drive instruction and evaluate if the program serves the needs of our students in meeting the Common Core writing standards.
Teachers are also feeling a need for more math intervention. They feel that there is a lack of materials, data, strategies and time for teaching math intervention. Collaboration time to focus on math would be beneficial.

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	256	269		26	22		44	47		17	11	
Growth API	752	719		849	747		744	729		748	749	
Base API	763	752		851	849		767	743			742	
Target	5	5										
Growth	-11	-33										
Met Target	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	150	170		131	136		199	207		34	25	
Growth API	726	703		729	699		719	686		736	586	
Base API	740	726		729	729		727	718		807	736	
Target	5	5		5	5		5	5				
Growth	-14	-23		0	-30		-8	-32				
Met Target	No	No		No	No		No	No				

Conclusions based on this data:

1. Washington did not meet their API growth goals.
2. The Asian API showed growth.
3. Our significant subgroups continue to struggle on the ELA test.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	91		100	100		100	100	
Number At or Above Proficient	104	88		16	11		19	19		7	3	
Percent At or Above Proficient	40.6	33.1		61.5	55.0		43.2	40.4		41.2	27.3	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	98		100	99		100	90	
Number At or Above Proficient	51	45		44	33		61	50		13	5	
Percent At or Above Proficient	34.0	26.6		33.6	24.8		30.7	24.5		38.2	22.7	
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		No	No		--	--	

Conclusions based on this data:

1. Washington ELA scores dropped this year in all subgroups.
2. Washington's ELA scores are lower than our math AYP proficiency levels in almost all subgroups.

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		100	100	
Number At or Above Proficient	117	115		17	12		19	20		7	5	
Percent At or Above Proficient	45.7	42.8		65.4	54.5		43.2	42.6		41.2	45.5	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	63	68		58	52		78	77		15	8	
Percent At or Above Proficient	42.0	40.0		44.3	38.2		39.2	37.2		44.1	32.0	
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	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Scores between 2012-2013 dropped in proficiency rates in most areas except for the Asian subgroup.
2. Washington has consistently 100% participation rate in all areas.
3. Our students with disabilities dropped about 22% after a large jump the year before.

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			4	10	8	21	7	18	20	51	39
1	2	4	14	31	16	36	8	18	5	11	45
2	3	6	16	31	24	47	4	8	4	8	51
3	1	2	13	30	15	35	10	23	4	9	43
4	5	14	11	31	8	23	7	20	4	11	35
5	2	13	6	38	8	50					16
Total	13	6	64	28	79	34	36	16	37	16	229

Conclusions based on this data:

1. The majority of our Kindergarteners entering Washington are level 1s on the CELDT.
2. No Washington students at fifth grade are Begining or Early Intermediate
3. Students at 3-5th grade are grouped primarily around Intermediate to Early Advanced.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	143	158	180
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	143	158	180
Number Met	100	71	120
Percent Met	69.9%	44.9%	66.7%
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	177	24	183	20	201	15
Number Met	34	--	30	--	54	--
Percent Met	19.2%	--	16.4%	--	26.9%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**No**	*	**No**	*	**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	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	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:
Washington will ensure that students will be provided with a personalized, responsive learning path based on the language of instruction and need within the context of a tech rich environment that promotes collaboration, academic language and integration across subject areas.
Data Used to Form this Goal:
Staff Survey, Parent Survey, Renaissance STAR Reading, Renaissance STAR Math
Findings from the Analysis of this Data:
Staff would like collaboration time as well as additional training to support their growth on the district initiatives. Parents would like more interventions provided for English Learners and in the area of Mathematics. Our math scores increased dramatically from BOY to MOY however, staff still feels that we need more intervention after school as it's a struggle to provide sufficient amounts during the day.
How the School will Evaluate the Progress of this Goal:
Washington will evaluate the progress of this goal using the following indicators: STAR ELA and Math Renaissance SBAC ELA and Math assessment data Teacher reflections via Google Feedback forms Mid year and end of year staff survey DIBELS scores Compass Learning Reports Reading Academy Exit Rate

CELDT scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1Teachers and other staff will engage in training provided at the school-site, district provided after-school trainings as well as off site training in areas of need for whole school focus, such as Smartboards, Writing, PBL, Tech.	15-16	Principal	Teachers and other staff will engage in training provided at the school-site, district provided after-school trainings as well as off site training in areas of need for whole school focus, such as smartboards, writing, PBL and tech	5000-5999: Services And Other Operating Expenditures	Title I	3500
1.2 Math Intervention will be provided after school to students	15-16	Principal	Math intervention will be provided after school to students.	1000-1999: Certificated Personnel Salaries	Title I	3,500
1.3 English Academy will be provided after school to students in 3-5th grade that did not show progress on the CELDT. ADEPT will be used to guide the instruction and monitor progress during the after school intervention	15-16	Principal	English Academy will be provided after school to students in 3-5th grade that did not show progress on the CELDT.	1000-1999: Certificated Personnel Salaries	Title I	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Teachers and other staff, in collaboration with the District, will continue to identify and purchase support materials and/or reading intervention kits for students for ELA, SLA and ELD	15-16	Principal /Teachers	Teachers, and other staff, in collaboration with District will continue to identify and purchase support materials and/or reading internation kits for students for ELA, SLA and ELD General Education and Special Education staff will collaborate to determine modifications to materials and/or instruction on an as needed basis.	4000-4999: Books And Supplies	Title I	3,000
1.5 Principal will conduct regular classroom walkthroughs to observe common core implementation, 21st century learning, participation protocols and strategies for engagement that are aligned with the district goal of closing the opportunity gap in our students who are historically underserved.	15-16	Principal/Teachers	Class Visits			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Teacher collaboration	15-16	Principal/Teachers	Teachers will be provided with a full day substitute every other month (5 times a year) to collaborate with their grade level peers. This time will be used for curriculum planning, using assessment to diagnose learning needs for students and develop lessons to meet these instructional needs, and to further any other school and district initiatives.	1000-1999: Certificated Personnel Salaries	Title I	11,500
			Teachers will be provided with subs to release them to participate fully in Individualized Education Plan meetings, for the COST Team to review RTI needs, and Academic Conferences in December.	1000-1999: Certificated Personnel Salaries	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Data analysis to guide instruction and program evaluation	15-16	Principal/Teachers	Teachers and other staff will use progress monitoring data and STAR results to engage in data analysis with an equity lens.to drive instruction Teachers, and other staff will take a survey Mid year and the end of the year to reflect on instructional program. Principal will review Reading Academy Exit rates at MOY and EOY.			
1.8Pilot writing program	15-16	Principal/Teachers	Teachers will pilot the Being a Writer program. This program will be implemented school-wide and will be supported with professional development			
1.9 Lead team will provide guidance on the implementation of school plan and school climate.	15-16	Principal/Lead Team	One member of each grade level team will participate in the Instructional Lead Team that meets monthly to guide the instructional objectives of the school as well as address any climate issues that arise at the school.	1000-1999: Certificated Personnel Salaries	Title I	4,000
1.10 Teachers, including specialists and RSP, will be provided with classroom supplies to ensure that students have the necessary tools to engage in meaningful learning	15-16	Principal	Supplemental materials to support general classroom	4000-4999: Books And Supplies	Site Formula Funds	4780

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.11 Teachers will continue to provide students with Project Based Learning and other experiences that integrate multiple curricular areas, such as science, social studies and arts integration	15-16	Principal	Materials to support integration and PBL	4000-4999: Books And Supplies	Site Formula Funds	2070
				4000-4999: Books And Supplies	Title I	1750
1.12 Instructional Materials for Specialists	15-16	Principal	Specialists will be provided with money for equipment or supplies for PE, Music, Art	4000-4999: Books And Supplies	Site Formula Funds	900
1.13 Parent Education opportunities will be provided for parents to better understand Common Core, PBL, Assessments and Engaging and Advocating at school.	15-16	Principal	The principal and parent facilitator will provide parents workshops based on the PTA university workshops			
			The principal and parent facilitator will provide other parent workshops to support our goal.			
			Childcare will be provided	2000-2999: Classified Personnel Salaries	Title I	600
			Food will be provided (funds supplemented by PTA)	4000-4999: Books And Supplies	Title I	900
			Materials will be provided	4000-4999: Books And Supplies	Title I	500

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:
Washington utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS)
Data Used to Form this Goal:
google calendar, compass learning usage charts, observations
Findings from the Analysis of this Data:
By mid-year the chromebook carts were being checked out throughout the day by all grade levels, even the kindergarteners. Additionally, it was observed more and more teachers using the chromebook as more of a personalized tool as well as a tool to provide teachers opportunity to meet with small groups or to facilitate a workshop atmosphere where children are working on various activities.
How the School will Evaluate the Progress of this Goal:
Washington Elementary will evaluate the progress of this goal using the following indicators: Software usage charts (Newsela, Compass Learning, Discovery Ed, etc...) Classroom Observations by principal and teachers Traffic on Teacher & School websites Google Calendar Usage Staff Surveys Parent Surveys & Feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1Families will be provided with Parent Educational opportunities to understand the integration of technology and programs/subscriptions used such as Newsela, AR, Raz Kids, Compass Learning and Discovery Education.	15-16	Principal	Parent Education opportunties			
2.2Purchase additional hardware to support learning environments in each classroom in the school.	15-16 & 16-17	Principal	Additional Epson Projectors will be purchased for fourth grade and first grade (15-16) ($12,800; paid from 1516 title 1 allocation, site discretionary and title 1 carry over) Epson projectors will be purchased (16-17) for additional fifth grade classroom & Kinder classes	4000-4999: Books And Supplies	Title I	11850
				4000-4999: Books And Supplies	Site Formula Funds	950
			The school will purchase additional headphones and smartboard projectors as needed to replace broken items	4000-4999: Books And Supplies	Title I	3450
2.3Purchase additional computer programs to support students to meet CCSS.	15-16	Principal	Purchase BrainPOP	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Teachers and other staff will utilize the software and hardware provided to facilitate a learning environment that is rigorous, rich and prepares students for the 21st century learning skills that are necessary to complete globally.	15-16	Principal/Teachers	Teachers and other staff will be provided with further training in current district wide software programs (Compass, Renaissance, Newsela, Google Classroom, etc.) in order to create more blended learning opportunities for all students. Teachers and other staff will use student Google accounts to create, edit and share written assignments. Teachers and other staff will utilize Google Docs, Mail, Sheets, Slides, etc.. to collaborate, plan and present learning to their colleagues. Teachers and other staff will utilize websites such as Discovery Education, Newsela, Spelling CIty, Raz Kids and Compass Learning, to provide differentiated instruction.			
2.5 Teachers and other staff will use illuminate to enter and analyze student test data (DIBELS and District Interim Assessments)	15-16	Principal/Teachers	Teachers and other staff will receive refresher training on the Illuminate Data Management System as needed.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.6 Teachers will use Renaissance Place to administer Reading and Math benchmark tests and analyze student test results	15-16	Principal/Teachers	Teachers and other staff will receive training on the STAR Renaissance System, reports and data analysis as needed.			
2.7 Teachers will utilize chromebooks, tablets and other hardware in the classroom to achieve blended learning model.	15-16	Principal/Teachers	Google Calendar for check out of tablets and chromebooks Observation from Principal walkthroughs			

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:
Washington will ensure that all communication that goes home to families will be sent in English and in Spanish to ensure that parents have access to all areas of the school. A variety of forms of communication will be used to ensure the widest possible audience.
Data Used to Form this Goal:
Website views, Parent Survey, Blackboard reports
Findings from the Analysis of this Data:
Parents like the variety of ways to communicate what was going on in the school. All school communication is in both English and Spanish and often in Chinese, when available. We have about 100 subscribers to our Remind texting system.
How the School will Evaluate the Progress of this Goal:
Washington will evaluate the progress of this goal using the following indicators: School and Teacher Website Visit data Parent Group Meeting Attendance Remind Subscriber and message data Attendance at Community Building Events and Parent Education Workshops Blackboard Connect Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Teachers, and other staff, will utilize various forms of communication (websites, newsletters and texting) with families to ensure that they are aware of important events, curriculum being taught, homework and other personalized announcements for their classroom.	15-16	Teachers	various teacher-parent communication 3-5th grade classrooms will use Daily Planners to facilitate homework and important dates between home and school (These have been purchased for 15-16) K-3rd grade classrooms will use Nikki folders to facilitate paper communication between home and school (These have been purchased for 15-16) Teachers will receive training in the development of teacher websites and/or blogs.			
3.2School will utilize various forms of communication (such as school website, weekly newsletters, blackboard, remind texting and twitter) to ensure that families know what events and opportunities are available at Washington.	15-16	Principal/Teachers	Office supplies will be purchased	4000-4999: Books And Supplies	Site Formula Funds	1400
3.3 The principal will revise the parent engagement plan with staff and parent feedback, and implement structures such as coffee klatch, AAPAG, PTA, Dad's Club and ELAC will continue to support flow of ideas, support and input	15-16	Principal	Revise parent engagement plan			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.4 Google Calendar will be utilized, updated on a regular basis and available on the school's website	15-16	Principal/Office Staff	Google Calendar will be utilized, updated on a regular basis and available on the school's website			
3.5 Ensure functioning parent groups to support input and implementation of programs.	15-16	Principal/Parent Facilitator	An ELAC will be trained in their role and responsibilities and the committee will provide input to the SSC regarding school programs and student needs. School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate. AAPAG (African American Parent Advisory Group will meet at least 4 times a year PTA will create a calendar of meetings. The school will work side by side to ensure that these events and meetings are communicated to the community. Food and Childcare (expense noted in goal #1.13)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.6 Create Year at a Glance Calendar of events to facilitate planning, communication, engagement and implementation.	15-16	Principal/PTA	A year at a glance of all school events will be created with input from staff and PTA.			
			Provide additional hours to parent facilitator to attend evening or weekend events as needed	2000-2999: Classified Personnel Salaries	Site Formula Funds	200
3.7 A plan will be created to include Washington staff and student participation in Wednesday morning announcements. Wednesday announcements will include PawPrint Winners of the week, student pledge, important dates and events, and student performances (poem, PBL presentation, etc…).	15-16	Principal/Lead Team	Wednesday Morning Announcements			
3.8 An additional hour and a half of clerk hours will be provided in the main office to support communication with the families and staff.	15-16	Principal	Additional support in the office	2000-2999: Classified Personnel Salaries	Title I	6000
				2000-2999: Classified Personnel Salaries	Site Formula Funds	2500
3.9 Staff will participate in guiding the mission and vision of the school.	15-16	Principal	The instructional lead team will meet monthly to focus on communication, climate and guiding the instructional focus. Also in goal #1			

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:
Washington will ensure that the school environment is a safe and respectful space for all students.
Data Used to Form this Goal:
COST data, Parent Survey, SET baseline data
Findings from the Analysis of this Data:
We received over 65% on our SET baseline data which for an implementation year is very good. The goal for the end of next year is an 80% response. Parent survey showed that majority of our families felt we had good resources for students in the area of health and wellness. Safety concerns were mostly about gates and fencing.
How the School will Evaluate the Progress of this Goal:
Washington School will evaluate the progress of this goal using the following indicators: PBIS-SET data Parent Survey Staff Survey Counseling Intern Data Suspension/Expulsion Data PawPrint Ticket Data COST Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

			team, distributed and implemented in classrooms to explain the school-wide expectations for all students in each area of the school.			
			Classroom and school wide R.O.A.R expectations are posted in every classroom and around the school R.O.A.R expectations will be on the school website for parent reference The Weekly parent bulletin will include information about R.O.A.R expectations New students to Washington, who enroll after September, will watch the videos created by the staff in order to ensure they are knowledgeable of the school R.O.A.R Training for all staff (Certificated, Classified, Noon Supervisors, ASES and Davis Street Staffs) will be provided on the implementation of school-wide PBIS, providing instruction for students on discipline matrix in order to	4000-4999: Books And Supplies	Title I	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 School will implement COST	15-16	Principal/PBIS	The school will monitor referral data monthly to identify students in need of intervention and develop an intervention plan for students in need. The school will continue to enter student suspension and referral data into the Aeries system The COST team will meet twice a month to discuss students with challenging behaviors and significant academic needs so teachers can find support for working with these students. All teachers will participate in Academic Conferences 2xs a year to ensure that the needs of all children are supported. (sub costs are noted above in goal #1 The school will monitor student referrals and suspension and provide intervention services as appropriate. Provide Mental Health Services through District Intern Program			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 Good Attendance will be encouraged	15-16	Principal/teachers	Attendance incentives will be provided such as special assemblies and/or projects for students with perfect attendance. School will monitor attendance and utilize the SART/SARB process when necessary.	4000-4999: Books And Supplies	Site Formula Funds	300
4.4 Increase participation in our Health and Wellness Programs	15-16	Principal/Health and Wellness Committee	The staff will work with parents in developing a plan for next steps supporting our health and wellness goals in partnership with the Healthy Schools Grant. Healthy activities, such as the district-wide track meet and our Walk-a-thon, will be promoted on the Website and in newsletters. The school will work with ASES and provide incentives to promote a team for the district-wide track meet to increase engagement. Participate in Harvest of the Month Participate in Monthly Walk and Roll events Workshops will be provided for parents about Jammin' Minutes and other physical breaks in the classroom, healthy eating and exercise.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.5 Leadership opportunities for children	15-16	Principal	Continue our Coach program in order to provide consistent recess activity expectations and classroom game time. Each class will meet with Coach twice a month to learn recess expectations and game rules. This year the program will expand to include the development of student leadership through junior coaching (will need to use some carry over funds)	5800: Professional/Consulting Services And Operating Expenditures	Title I	8100
				5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	1400
			Recess equipment and t-shirts will be provided to support Coach program	4000-4999: Books And Supplies	Site Formula Funds	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.6 Build a safe and positive learning climate this is inclusive of all.	15-16	Principal/Teachers	A beginning of the year assembly will be held to address issues of no name calling and anti-bullying strategies Students and families will participate in No-Name Calling Week and no name calling activities Teachers will implement the safe school replacement lessons Weekly class meetings will be implemented in each classroom using relevant, real time topics in addition to topics surfaced through behavior data in AERIES and student climate survey (create with input from staff and students, given each trimester) Medical Supplies Participate in National Day of Silence	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
4.7 Washington will work to ensure that they have an emergency plan that ensures that all students are safe in case of various emergencies, such as fire, earthquake, and other dangers on campus.	15-16	Principal	Drills months for fire Participate in Great Shake Out in October as well as a minimum of one more Earthquake Drill Update Emergency Plan in accordance with District Guidelines and share with SSC Drills for lockdown throughout the year			

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:
Washington will ensure that the facilities are a safe and inviting learning environment for students, families and staff.
Data Used to Form this Goal:
Parent Survey, Staff Survey
Findings from the Analysis of this Data:
Parents appreciate the new facilities that we have been provided with over the last few years and feel that we do a good job of maintaining the facilities. They appreciate the work we are doing with composting, recycling and the garden. Working toward all Zero Waste events is a goal of our school community. Parents and staff are also concerned about our emergency preparedness.
How the School will Evaluate the Progress of this Goal:
Washington will evaluate the progress of this goal using the following indicators: Emergency log Emergency plan Work orders Staff Survey Parent Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Continue compost and recycling program	15-16	Principal/Staff	Staff will continue to work to improve our composting and recycling program. A plan for next steps will be developed with a team of staff, parents and students. This plan could integrate the health and wellness work of the Healthy Kids grant focusing (Health and Wellness of the individual, the school, and the community.	4000-4999: Books And Supplies	Donations	200
5.2Emergency preparedness training	15-16	Principal	Staff will participate in training in case of an emergency. Continue monthly fire drills Participate in Great California Shakeout in October Participate in at least two lockdown drills during the year Utilize text messages to teachers to facilitate communication in event of an emergency (REMIND) Collaborate with the District Office to increase preparedness			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.3 Provide a dedicated space for parents at school	15-16	Principal/Parent Facilitator	A parent room will be created with computers available to parents in the room off of the auditorium. The parent facilitator will have open office hours in the room.	4000-4999: Books And Supplies	Title I	400
5.4 Maintain the facilities	15-16	Principal	Staff and parents will partner together with SLED to participate in Beautification Day. Staff and ASES will continue to partner together to ensure the utilization of the garden near Room 15 for science and English Language Arts integration. Principal will work with the safety committee to ensure that safety concerns are addressed.	4000-4999: Books And Supplies	Donations	250

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)**
Site Formula Funds	13404	-1,996.00
Title I	60480	-4,270.00
Donations	450.00	0.00
Parent-Teacher Association (PTA)	2000.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Donations	450.00
Parent-Teacher Association (PTA)	2,000.00
Site Formula Funds	15,400.00
Title I	64,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,000.00
2000-2999: Classified Personnel Salaries	9,300.00
4000-4999: Books And Supplies	36,300.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating	9,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	450.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,700.00
4000-4999: Books And Supplies	Site Formula Funds	11,300.00
5800: Professional/Consulting Services And	Site Formula Funds	1,400.00
1000-1999: Certificated Personnel Salaries	Title I	24,000.00
2000-2999: Classified Personnel Salaries	Title I	6,600.00
4000-4999: Books And Supplies	Title I	22,550.00
5000-5999: Services And Other Operating	Title I	3,500.00
5800: Professional/Consulting Services And	Title I	8,100.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,000.00
Goal 2	18,250.00
Goal 3	10,100.00
Goal 4	11,400.00
Goal 5	850.00

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
Tracey Lantz	X				
Xochilt Pasos		X			
Argelia Ramos		X			
Wendy Ponder		X			
Roxanna Ghassemi			X		
Jennifer Fitzgerald				X	
Amy Sosa				X	
Consuelo Violeta German				X	
Veronika Flores				X	
Charles Tharp				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):**

	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 06/04/15.

Attested:

Tracey Lantz		
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Fitzgerald		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date