The Single Plan for Student Achievement

School: San Leandro High School

CDS Code: 01-61291-0137588

District: San Leandro Unified School District

Principal: Reginald & Ronald Richardson

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.

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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.

San Leandro High School's Vision and Mission Statements
The mission of San Leandro School is to challenge and motivate each student to achieve his or her full potential as a responsible member of our diverse community and society. We offer a positive safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others. Our vision is to model excellence and encourage academic achievement and personal success for all our students. Here at San Leandro High students are prepared to be productive members of society. All scholars at San Leandro High school will leave with options for success that include 4-year colleges, community college to four-year college transfer, vocational or trade school admittance and public service.

San Leandro High is proud to partner with students, families and the greater community to ensure all students have access to a robust academic program that is equitable, rigorous and culturally relevant for all our students. The face of our office includes our network of family liaisons, who facilitate communication between schools and families, and staff. Our full service Health and Wellness Center that will be opening Fall 2015 to provide information on services and programs that will support students, parents and family assistance. San Leandro High is committed to building the capacity staff, families, students and the community to establish partnerships that strengthen student learning and improve our school environment. We invite our families and community members to partner with us to ensure the success of all our students and community. Additionally, San Leandro High focuses on infusing our school virtues throughout our student body and staff to help foster character development and a positive school culture. Are community virtues are as follows:

We are life long learners
We are leaders in training
Don't be part of the problem. Be part of the solution.
Failure is not an option.
Discipline your self so no one else has to.
Stay calm at all times.
If you have a goal nothing is impossible.
We come from greatness.

School Profile

San Leandro High School is located in the City of San Leandro, which is situated 20 miles southeast of SanFrancisco. San Leandro High School is the only comprehensive public high school in San Leandro, serving a very diverse student body of 2,600 in grades 9-12 on our campus, and is surrounded by the cites of Oakland, San Lorenzo, and Hayward. In the fall of 2011, the high school opened the Fred T. Korematsu Campus exclusively for the ninth grade. The mission of the FTK campus is to give special support to ninth graders as they transition into high school. Under Measure D, a science wing with labs were built to accommodate 21 Century learning and teaching. In addition, our state of the art (Arts and Educational Center) was built to support our theater and music programs as well as our San Leandro Media Academy. Under Measure D, construction projects included the renovation of our Career Technical Education Facilities, as well as the addition of a new swimming pool facility, which was completed in the Spring of 2010. Our Career Technical Education facilities were renovated to support our Automotive, Metal, Wood Shop, Drafting, and Graphic Design classes regarding safety regulations and appropriate class space for quality instruction . All classrooms on our campus have electrical and internet bandwidth connections to accommodate today's technology. We offer challenging curriculum and electives, creative opportunities in the arts, and an extensive variety of sport programs, clubs and extracurricular activities. We also offer several "small schools within a school" academies for students to find a niche and pursue their interests. Our Academies provides an opportunity for a group of students to enroll in a specific set of courses associated with a designated career area.

San Leandro High attendance area encompasses most of San Leandro. The area surrounding the campus is comprised of a combination of apartment buildings and homes. The primary feeder schools are Bancroft Middle School, and John Muir Middle School. The remaining incoming students arrive from private schools, transfers within and outside the district, and from out of the

country. The San Leandro Unified School District has an open enrollment policy and students from all over the district can enroll at San Leandro High School.The fact that our community is geographically spread out it provides both opportunities and challenges. The opportunities lie in the resources and enrichment experiences that our area provides. Both students and staff receive benefits from the cultural and ethnic diversity resulting from a student population that comes from varying backgrounds. The challenge is to increase parent and community participation from all of the families that we serve.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2014 - 15 school year, surveys were developed and implemented to gather feedback from our stakeholders. The parent survey was translated into Spanish and Chinese. It was posted on our school website and share with the School Site Council, United Parents, and ELAC. The teacher survey was implemented through department meetings and discussed at the Instructional Leadership Team meetings that included the administrators, department chairs, and academy coordinators. A student focus group was held in lieu of a survey to provide an environment that encouraged student dialogue. The surveys and focus group focused on the five (5) goals of our district strategic plan and school goals.

Findings from Parent Survey

Through the Parent Survey and meetings with the School Site Council, United Parents, and English Learner Advisory Committee (ELAC), parents have voiced a concern regarding the accessibility to counselors. Overwhelmingly, parents expressed a need to communicate with counselors on a regular basis and receive timely responses. Similarly, parents indicated a need to improve school-to-home communication regarding school-wide events as well as information about students' classes and grades from individual teachers.

In regards to instruction, parents expressed strong concerns about student success in mathematics classes, in particular. There is an interest from the parent community to implement additional math interventions and support for struggling students. Similarly, parents requested that a comprehensive extended learning program continue to be implemented after school.

Salient Trends:

- Need for more accessibility to counselors
- Need for consistent school-to-home communication
- Need for more math interventions and support for struggling students
- Need for an after school program to support student needs

Findings from Teacher/Department Survey

Teachers were able to provide input for the Single Plan for Student Achievement through a survey conducted by departments. There was significant concern with the number of absences and tardies accumulated by some of our students. In addition, teachers also expressed concern with the large class size in our CP courses.

Echoing a parent concern, teachers also requested that a comprehensive extended learning program continue to be implemented after school. To address student behavior, teachers would like to address the improvement of the overall school culture. There is also a need to provide reliable access to the network in order to support teaching and learning.

Salient Trends:

- Concerns with attendance and tardies
- Concerns with large class sizes in CP
- Need for a comprehensive extended learning program (after school)
- Need to improve overall school culture

- Need for reliable access to the network and increasing the bandwidth school-wide

Findings from Student Focus Group
A student focus group was conducted to solicit student input. Students were asked to respond the questions aligned with the five (5) focus areas of our district Strategic Plan and our site Single Plan for Student Achievement. Students expressed similar concerns to parents and teachers. For example, students indicated a strong need to meet with their counselor more often. Similar to teachers, students would like to implement practices and activities to help promote a positive school culture. Students also requested the implementation of an extended learning after school program.

In regards to instruction, students feel there is a need to align the curriculum and instructional practices across the school so that students have access to a consistent expectations from class to class.

Salient Trends:
- Need for more accessibility to counselors
- Need for more school-wide activities to help promote a positive school climate with students and staff
- Need for an after school program that supports students academic and social emotional needs
- Need for more consistent curriculum and instructional practices for teachers

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 the classroom visitations conducted by site leadership, we observed the following:
- In most classrooms, teacher implement whole class direct instruction
- In many classrooms, student discourse is limited to teacher to student and student to teacher responses
- In some classrooms, innovator teachers implement Project Based Learning strategies that enable students to engage in student discourse and problem solving that is relevant to the standards-based lesson
- In a few classrooms teachers have made initial attempts to implement PBL strategies
- In our Literacy Lab and Math Lab courses Compass Learning was implemented to address, monitor, and support students' specific learning needs in the areas of English language arts and mathematics
- More than half of our teaching staff use technology (chromebooks) in the classroom to enhance student engagement and learning in various ways (i.e. research based projects, writing process, essays, PBL, Discovery Education, Compass Learning etc…)
- It is evident that many classrooms on the Main campus need updated student furniture to enable teachers to organize flexible grouping and facilitate student discourse that address 21 Century learning skills within the Common Core curriculum at SLHS.

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.

Not Meeting Performance Goals:
- Based on the 2013 STAR testing results, our African American subgroup did not meet the API target. AA subgroup decreased from 645 to 634

- Based on the 2014 STAR testing results, 31% of our African American subgroup is proficient or above in English Language Arts
- Based on the 2014 STAR testing results, 40% of our Latino subgroup is proficient or above in English Language Arts
- Based on the 2014 STAR testing results, our English Learners decreased from 26% proficient or above proficient to 19% proficient or above proficient in English Language Arts
- Based on the 2014 STAR testing results, 22.9% of our African American subgroup is proficient or above proficient in Mathematics. (The AYP target was not met)
- Based on the 2014 STAR testing results, 38.7% of our Latino subgroup is proficient or above proficient in Mathematics
- Based on the 2014 STAR testing results, 24.7% of our English Learner subgroup is proficient or above proficient in Mathematics
- Based on the 2013-2014 CELDT assessment results, 3% of our EL students are advanced, 23% of our EL students are early advanced, and 44% of our EL students are early intermediated
- Based on the 2013-2014 CELDT assessment results, 19% of our EL Learners are beginning
- Overall, SLHS did not meet the NCLB performance goal targets

Description of Barriers and Related School Goals

From the analysis of our student data we discovered several areas of concerns. Despite the significant decrease in suspensions and expulsions and the development of a positive school culture and climate at San Leandro High School the achievement/opportunity gap still persist between our African American and Latino students in comparison to there counterparts (Asian and White students). These achievement gaps are persistent in the following areas; standardizes test scores, CHASEE passing rates, successful completion of Academic Core classes, AP and Honors enrollment/participation, Meeting the A-G requirements for 4 year University acceptance, and graduation requirements. Despite efforts to diversify Honors and AP classes, enrollment by ethnicity has not changed within the past two years. With some exceptions, the gap in proficiency levels and access to college pathways are even more significant for English Learners and Students with Disabilities.

Additionally, it is evident that SLHS has a limited Extended Learning Program (After School Program) that effectively serves the academic and social emotional needs of our students who struggle academically based on numerous conditional factors. After school credit recovery and intervention programs that can potentially serve our students who lack key academic fundamental skills.

San Leandro High school faculty and community has become concerned about the access to counselors and how we are organizing professional development, coaching, release time for teachers to observe other colleagues implementing best teaching practices that are aligned with CCSS and NGSS as well as our school vision and philosophy. Through analyzing our barriers our staff has developed a deeper understanding of the root causes of student academic challenges. As a result we plan to identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards. It is critical that San Leandro High School establishes a Professional Learning Community that efficiently progress monitors the academic program through the following actions and pedagogy:

· Builds on a premise that students are capable of learning with effective instruction
· Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts
· Is based on verifiable data analysis
· Focuses on student achievement and academic interventions
· Implements high leverage school improvement actions
· Directs resources where they will most directly improve student academic achievement
· Ensures that all resources are aligned to serve identified students' needs
· Uses research based strategies to enhance the learning of our students as well as meeting their specific needs
· Implements strategic coordination of resources

To set our school goals, the San Leandro High School Site Council will carefully review district priorities as stated in the LEA Plan, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

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	1,910	1,914		206	194		367	349		318	287	
Growth API	701	701		737	729		645	634		831	842	
Base API	698	701		736	738		642	644		840	831	
Target	5	5		5	5		8	8		A	A	
Growth	3	0		1	-9		3	-10		-9	11	
Met Target	No	No		No	No		No	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	788	839		582	635		1,116	1,251		206	230	
Growth API	649	658		629	631		673	675		499	485	
Base API	639	650		630	629		670	673		476	500	
Target	8	8		9	9		7	6		16	15	
Growth	10	8		-1	2		3	2		23	-15	
Met Target	Yes	Yes		No	No		No	No		Yes	No	

Conclusions based on this data:

1. It is evident that our SLHS African American and White subgroups did not meet the API target. Additionally, African American subgroup decrease from 645 to 634.
2. It is evident that our SLHS Latino subgroup met the 2013 API target, increasing by 9 points.
3. It is evident that our SLHS English Learners, Socioeconomically Disadvantaged, and Student with Disabilities did not met the 2012 and 2013 API target

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	98	97	99	98	94	93	99	95	100	100	99	100
Number At or Above Proficient	327	320	301	45	35	46	58	42	35	72	82	48
Percent At or Above Proficient	48.2	49.3	47.3	60.8	58.3	75.4	45.3	36.5	31.2	63.2	77.4	64.9
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No	No	--	--	--	Yes	No	No	No	Yes	--

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	98	98	99	99	99	99	98	97	99	92	89	98
Number At or Above Proficient	101	120	121	41	57	37	170	186	172	14	12	13
Percent At or Above Proficient	37.3	40.8	40.7	20.9	26.1	18.9	40.0	43.1	39.9	19.7	17.1	17.8
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	Yes	No	No	Yes	No	No	No	No	--	--	--

Conclusions based on this data:

1. It is evident that only 35% of our African American subgroup is proficient or above proficient in English Language Arts. (This is based on 2014 STAR Testing data.)
2. It is evident that only 40% of our Latino subgroup is proficient or above proficient in English Language Arts. (This is based on 2013 and 2014 STAR Testing data.)
3. It is evident that only 19% of our English Learners subgroup is proficient or advanced in English Language Arts. (This is based on 2014 STAR Testing data)

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	98	98	99	99	96	96	98	96	99	100	100	100
Number At or Above Proficient	298	276	283	40	34	36	39	26	31	88	88	56
Percent At or Above Proficient	44.1	42.2	44.6	53.3	55.7	58.1	30.7	22.4	27.9	77.2	82.2	75.7
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	Yes	Yes	Yes	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98	99	98	99	99	97	98	99	98	97	98
Number At or Above Proficient	87	90	115	62	60	49	158	165	161	13	11	9
Percent At or Above Proficient	32.1	30.4	38.7	31.8	27.4	25.1	37.4	37.8	37.3	17.1	14.5	12.3
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	Yes	No	No	No	No	No	No	--	--	--

Conclusions based on this data:

1. It is evident that only 22.9% of our African American subgroup is proficient or above in Mathematics. The AYP target was not met. (This is based on 2015 STAR Testing data.)
2. It is evident that only 38.7% of our Latino subgroup is proficient or above in Mathematics. The AYP target was met. (This is based on 2014 STAR Testing data.)
3. It is evident that only 24.7% of our English Learners subgroup is proficient or above in Mathematics. The AYP target was not met. (This is based on 2014 STAR Testing data.)

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
	#	%	#	%	#	%	#	%	#	%	#
9	1	1	18	19	40	43	9	10	25	27	93
10	1	1	20	24	42	51	11	13	9	11	83
11	4	5	19	23	37	46	12	15	9	11	81
12	5	6	23	26	33	37	11	12	17	19	89
Total	11	3	80	23	152	44	43	12	60	17	346

Conclusions based on this data:

1. It is evident that only 3% of our EL students are advanced. (This is based on 2013-2014 CEDLT data.)
2. It is evident that only 23% of our EL students are early advanced. (This is based on 2013-2014 CEDLT data.)
3. It is evident that 44% of our EL student are early intermediate and 17% are beginning. (This is based on 2013-2014 CEDLT data.)

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	320	285	302
Percent with Prior Year Data	99.4%	100.0%	100.0%
Number in Cohort	318	285	302
Number Met	168	144	132
Percent Met	52.8%	50.5%	43.7%
NCLB Target	56.0	57.5	59.0
Met Target	**No**	**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	120	229	104	213	104	218
Number Met	23	76	19	87	19	61
Percent Met	19.2%	33.2%	18.3%	40.8%	18.3%	28.0%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	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:
Aligned with our District Strategic Plan and LCAP Goal(s) SLHS will focus on the following areas: 1. Improve student academic performance in all subject areas by aligning the curriculum to the Common Core State Standards and focusing on problem solving and critical thinking skills. 2. Increase the academic success of all students with a special emphasis placed on students within statistically under-performing subgroups (Socioeconomically Disadvantaged, Latino, African American, English Language Learners, and Special Education. 3. Improve students' literacy and communication skills by developing students' ability to receive, process, and express ideas through reading, writing, verbal and other forms of communication including technology skills.
Data Used to Form this Goal:
Student Grades UC/CSU Eligibility Rates CAHSEE Survey Results Student Focus Group Results

Findings from the Analysis of this Data:
Student Grade analysis shows a high D/F rate for 9th grade students. CAHSEE results indicate a significant discrepancy in 10th grade pass rates between Latino and African American students and their Asian and White peers. UC/CSU eligibility rates are low for 12th grade students.
How the School will Evaluate the Progress of this Goal:
1. Grades will be collected and analyzed each semester in departments. 2. Analysis of D/F rates. 3. Analysis of SBAC and CAHSEE test results. 4. All data will be disaggregated by ethnic subgroup and program participation (English Learner, Socially Economically Disadvantage and Special Education).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.0 Develop a consistent and structured collaboration schedule to provide an on-going focus on instructional practices and the CCSS.	2015 - 2016	Administration Teachers	Time embedded within Bell Schedule	None Specified	None Specified	0
1.1 Continue to provide teachers with professional development opportunities to strengthen SLHS' collective knowledge around the CCSS.	2015 - 2016	Administration Teachers	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5000
1.2 Continue to develop new courses and/or revise current courses to be aligned with UC "a-g" subject requirements and increase the percent of students' UC/CSU eligibility.	2015 - 16	Administration Teachers	Compensation for Teachers to Develop Courses of Study (COS).	1000-1999: Certificated Personnel Salaries	General Fund	2000
			Textbooks for Approved Courses.	4000-4999: Books And Supplies	Lottery: Instructional Materials	25000
1.3 Continue the implementation of an after-school tutoring program and homework center.	2015 - 16	Administration Teachers Peer Tutors	Compensation for Teachers.	1000-1999: Certificated Personnel Salaries	General Fund	5000
			Compensation for Peer Tutors.	2000-2999: Classified Personnel Salaries	General Fund	1000
			Nutritious snacks for students.	5000-5999: Services And Other Operating Expenditures	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4Implement a continuum of services for Special Education students in the least restrictive environment.	2015 -2016	Administration Special Education and General Education teachers.	Professional Development	1000-1999: Certificated Personnel Salaries	Special Education	
				5800: Professional/Consulting Services And Operating Expenditures	Special Education	
1.5 Math Coach will collaborate with Teachers and Administration to help develop strategies and support systems to support students needs in Mathematics.	2015-2016	Math Coach		1000-1999: Certificated Personnel Salaries	LCFF - Base	40,000
1.6 Continue to align common formative assessments with CCSS performance tasks and embed technology.	2015-2016	English, Math, Science, and Social Science Teachers	Professional Development in Technology using Google Docs.	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000
			Curriculum Mapping	0000: Unrestricted	None Specified	0
1.7 Continue to fund 12 departments to support their instructional and programmatic needs.	2015-2016	Administration and Dept. Chairs	Allocate an annual budget for each department.	0000: Unrestricted	General Fund	72,000
1.8 Implement a SAT/ACT preparation program for students in grades 10th - 12th grade	2015-2016	Administrations and Counselors	Building students' capacity in how to take the SAT/ACT	0000: Unrestricted	LCFF - Base	7,000
1.9 Increase class sections for our EL learners to reduce class size and progress monitor proficiency growth	2015-2016	Administration, Program Specilist, and Teachers	Reduce class size and implement ELD strategies that support student needs and proficiency for our EL learners			

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:
Every classroom at Sa Leandro High School utilizes 21st Century technology to support, improve, and enhance student learning and to meet the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). In addition, San Leandro High will continue to expand the use technology in the classroom for formative assessment tools (quick feedback, collect data, analyze results, student access and reflection of best teaching practices.
Data Used to Form this Goal:
SLHS administration facilitated a student focus group and conducted a teacher survey regarding our school goals including use of technology in the classroom.
Findings from the Analysis of this Data:
A high percentage of teachers were not using technology in the classroom. Students across grade levels articulated that their teachers did not use technology in the classroom. A percentage of teachers said they need professional development on how to use technology in the classroom. Students who had access to technology in their classrooms, expressed that technology enhanced their engagement and understanding of the content being taught.
How the School will Evaluate the Progress of this Goal:
San Leandro High will evaluate the progress of this goal using the following indicators: • Google student account usage • Software usage rates (Discovery Ed, Compass Learning, Khan Academy, ect.) • Classroom observations by administration and teachers • Teachers use of online assignments (ABI and teacher webpages) • Staff Surveys

- Parent Surveys & Feedback

In addition, San Leandro High All administrators will use instructional round observation tools, classroom walk-thru techniques, and classroom visitations to progress monitor the effectiveness of the use of technology in the classroom.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.0 Increase Professional Development as well as an on-going inquiry cycle of collaboration inquiry in the area of using technology in the classroom to enhance instruction. Topics addressed in the cycle include but are not limited to: 1. Clearly stated objectives 2. Student engagement 3. Rigorous standard based instruction 4. Response to instruction/checking for understanding	2015-2016	Innovator Teachers Department Chairs Administration District Office	Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
2.1 Create a self evaluation rubric and peer observation and peer coaching tools for all teachers to assess their own knowledge, best practices and areas of growth pertaining to using technology in the classroom.	2015-2016	Innovator Teachers Department Chairs Coaches Administration	Peer Observations			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Google Suite	2015-2016	Teachers and Principal .	Teachers will use google accounts to create, edit, and share written assignments. Teachers will utilizes Google Docs, email, and sheets to collaborate, plan, and present learning to their colleagues			0
2.3 Educational Website (District Funded)	2015 -2016	Teachers	Teachers will utilize websites such as Compass Learning, Illuminate, Blended Learning, and Discovery Education to provided differentiated instruction.			0
2.4 Use of Chrome books	2015-2016	Teacher District	Teachers will utilize chrome books in the classroom to achieve blended learning model. District will improve tech infrastructure and purchase additional devices to eventually achieve a 1.1 student to device ratio.			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:
Improve communication with our school community to build a positive school culture and increase positive connections/relationships between families, community members, community based organizations and San Leandro High School.
Data Used to Form this Goal:
Parent Survey Student Focus Groups Parent/Community Meetings
Findings from the Analysis of this Data:
Through the parent survey, student focus group and on-going feedback throughout the school year, we learned our school community was not able to find information about our services and events in a convenient and accessible manner.
How the School will Evaluate the Progress of this Goal:
SLHS will evaluate the progress of this goal using the following indicators: Parent Survey Student Focus Groups Website Visit Data Blackboard Connect Data Parent Group Meeting Attendance Parent Education Workshops

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.0 Maintain our school website up-to-date.	2015 - 16	Administration Classified Staff	Compensation	1000-1999: Certificated Personnel Salaries	General Fund	1000
3.1 Implement the consistent use of Naviance including the Student and Parent Portals.	2015 - 16	Counseling Department	Annual Naviance License	5900: Communications	General Fund	
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
3.2 Continue maintain and publish an up-to-date, on-line Course Catalog.	2015 - 16	Administration Counseling Department	Annual Issue Fee	5900: Communications	General Fund	500
			Printing	5900: Communications	General Fund	500
3.3 Additional Security Officer to supervise and help maintain the safety of our campus, students and staff	2015 - 16	Administration Classified Staff/ Office Staff	Security Officer	1000-1999: Certificated Personnel Salaries	LCFF - Base	47,000
3.4 Maintain active parent groups	2015-16	Administration Parent Facilitators Office Staff	Facilitate and support parent group meetings, including assisting in planning agendas and delivering content, principal updates, etc...			

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:
Aligned to our District Strategic Action Plan, SLHS will provide and maintain a safe educational learning environment that is inclusive and also educates students and staff about the importance of health and wellness.
Data Used to Form this Goal:
Discipline Data (Suspension/Referrals) Student Surveys Staff Surveys Comments, emails from staff, parents, students, and district. C.O.S.T. Referral Data
Findings from the Analysis of this Data:
During the 2014-2015 school year the data revealed the following but not limited to: 1. Teachers feel that SLHS needs to have a more consistent discipline processes for students. 2. There are students who do not feel apart of the school. 4. Students were absent from school due to felling depressed, hopeless, anxious, stressed, or angry. 5. Suspension and expulsion rates decreased

How the School will Evaluate the Progress of this Goal:
1. Attendance will be collected and analyzed each semester 2. Discipline data will be collected and analyzed bi-monthly 3. Student Survey Data 4. Healthy Kids Survey and school Climate Survey data will be analyzed by Counseling Department/Administration and shared with parents, School Site Council, ELAC, and faculty school wide. 5. Staff wellness and climate data 6. Various student and staff data associated with the implementation of PBIS initiatives and best practices. 7. Collaborate and collect data from or newly developed Health and Wellness Center.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.0 Implementation of PBIS matrix to address student behavior, academics needs, social emotional development, and interventions to promote a positive School climate and culture.	2015-2016	Administration P.B.I.S. Committee School Culture & Climate Committee C.O.S.T Teachers Support Staff	Professional Development	None Specified	None Specified	
4.1 Continue our efforts in developing a plan for positive recognition for students, staff, and administration in addressing issues and making progress towards improvement.	2015-2016	School Culture & Climate Committee Wellness Coordinator	Awards/Incentives	0000: Unrestricted	LCFF - Base	3000
4.2 Challenge Day/Cultural Awareness Training	2015-2016	AdministrationSchool P.B.I.S Committee	All Student/Staff Sensitivity Training	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 SLHS will continue to collaborate, plan and develop a strong positive relationship with our new Student Health & Wellness Center to ensure all families and students have access to the support services and programs that will be offered at our Student Health & Wellness Center.	2015-2016	Jason Toro Administration P.B.I. S. Committee				

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:
Aligned with our District Strategic Plan, SLHS will continue to progress monitor the maintenance and beautification of SLHS.
Data Used to Form this Goal:
Based on classroom walkthroughs by our custodial staff/administration, there is a huge disparity between Main Campus and FTK Campus pertaining to up to date 21 Century furniture. It is evident that our classrooms on the Main Campus drastically need updated student/classroom furniture that will enable teachers to create flexible grouping and adequate spaces for student discourse for PBL, and ensure all students and teachers have equal access to 21 Century learning environments.
Findings from the Analysis of this Data:
Teachers have a difficult time seating and grouping students due to lack of updated desks and chairs. However, FTK campus is equipped with adequate student furniture that fosters flexible grouping for effective PBL.
How the School will Evaluate the Progress of this Goal:
We will evaluate the progress of this goal by implementing the following: • Observe and record increase of student participation and group discussion • Observe the frequency of day to day student discourse throughout the grade levels and classes. • Survey Teachers and Students to collect feedback data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Custodial staff, Administration, Maintenance and Operations, and District Office will continue to collaborate and progress monitor the upkeep of facilities to ensure students/staff have access to a safe and clean facility.	2015-2016	Custodial Staff District Maintenance & Operatons Administration	Furniture Upgrades	7000-7439: Other Outgo	LCFF - Supplemental	10000

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 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)**
LCFF - Base	125,000	15,000.00
General Fund	119,000	36,500.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
General Fund	82,500.00
LCFF - Base	110,000.00
LCFF - Supplemental	17,500.00
Lottery: Instructional Materials	25,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	82,000.00
1000-1999: Certificated Personnel Salaries	100,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	25,000.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating	12,500.00
5900: Communications	1,000.00
7000-7439: Other Outgo	10,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	72,000.00
1000-1999: Certificated Personnel Salaries	General Fund	8,000.00
2000-2999: Classified Personnel Salaries	General Fund	1,000.00
5000-5999: Services And Other Operating	General Fund	500.00
5900: Communications	General Fund	1,000.00
0000: Unrestricted	LCFF - Base	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	92,000.00
5000-5999: Services And Other Operating	LCFF - Base	3,000.00
5800: Professional/Consulting Services And	LCFF - Base	5,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	7,500.00
7000-7439: Other Outgo	LCFF - Supplemental	10,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	25,000.00
0000: Unrestricted	None Specified	0.00
None Specified	None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,500.00
Goal 2	3,000.00
Goal 3	49,000.00
Goal 4	10,500.00
Goal 5	10,000.00

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
Reginald Richardson	X				
Ronald Richardson	X				
Heather Payne Oshiro			X		
Carmen Watson		X			
Rebecca Wildman		X			
Taniescha La Rossa				X	
Tanya Solis				X	
				X	
Numbers of members of each category:					

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 6/10/15.

Attested:

Reginald & Ronald Richardson		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date