The Single Plan for Student Achievement

School: Garfield Elementary School

CDS Code: 01-61291-6002372

District: San Leandro Unified School District

Principal: Lynda Hornada

Revision Date: June 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on June 23, 2015.

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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.

Garfield Elementary School's Vision and Mission Statements
Working Together, all members of the Garfield School community will do whatever it takes to get everyone to the same place, while fostering high academic achievement and social standards for all students.

School Profile

The Garfield School community is committed to meeting the academic, developmental, and social needs of its diverse student population. During the 2014-15 school year, Garfield student demographics reflected the surrounding diversity of the San Leandro community. Our student population includes 49.51% Hispanic, 12.38% Asian, 11.89% African American, 10.19% Filipino, 8.9% White, 5.1% multi-racial, 0.97% Native American, 0.73% Native Hawaiian, and 0.24% unknown. During the 2014-15 school year, Garfield had 137 students classified as English Learners. This represents 33.25% of our total population of 412 students. Our English Learners speak a variety of languages. The main primary languages of our English Learners are Spanish, Vietnamese, Tagalog, Cantonese, Arabic, Mandarin, Punjabi, and Japanese.

Garfield teachers have many years of experience and represent one of the most veteran staffs in the district. This group of dedicated professionals believes in working together to continuously improve our ability to meet the varied academic and social emotional needs of our students. For the past several years. Garfield teachers have had focused professional development in the areas of Explicit Direct Instruction, Culturally Responsive Teaching and Learning Strategies, and Professional Learning Communities. This training has resulted in strong school-wide teaching and learning practices that have helped set the foundation for our transition to the Common Core standards and in building 21st Century learning environments at each grade level. In addition to our core academic program of Language Arts, Mathematics, Science, Social Studies, and English Language Development, students in 1st - 5th grades have instruction in Physical Education, Art, and Music. Our students have access to a school library, a computer lab, and mobile Chromebook and iPad carts. Through Title 1 funding, we provide a structured recess program called Playworks. This program has helped us to ensure a safe and enjoyable recess time for students.

The Garfield staff believes in building collaborative partnerships with our parent/guardian community. Staff members encourage parents/guardians to participate in the classroom on an ongoing basis throughout the year. From multicultural potlucks to field trips, parents/guardians are involved in school life almost daily. Groups such as Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC) provide opportunities for parents to plan and participate in school-wide activities. Our PTA conducts fund-raisers and provides a variety of community building activities such as the Back To School Night BBQ, Movie Nights, and Book Fairs. Our ELAC meets regularly and serves to inform the School Site Council of their interests and needs. All parent groups participate in training, contribute to school planning, and extend their influence to district wide groups such as LCAP and DELAC. Parents/guardians receive school and classroom newsletters on a regular basis in addition to messages sent through the teleparent phone system. During the past year, we have improved the Garfield website and increased the number of families who receive Remind Text Messages. The principal conducts Coffee Chats to provide an open forum for parents to receive information and ask pertinent questions on an ongoing basis.

We also work to form partnerships with the greater community through programs such as the Safe Routes to School, Davis Street Family Resources Center, Girls Inc., ASES After-school program, Child Abuse Prevention Center (CAP), Kaiser, San Leandro High School, San Leandro Education and Sports Foundations, Keep the Music Rockin, and the Alameda County Office of Education.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2014-15 school year, we conducted Parent and Staff surveys to assess levels of implementation, satisfaction, and concerns as well as suggestions for improvements. Survey data was used to make budgetary decisions and guide-school wide goals. 110 families completed the survey the community survey. 17 staff members completed the staff survey.

The following are major trends from the staff survey:
73% of the staff feel they are moving towards fully implementing the ELA common core standards
78% of the staff feel they are moving towards fully implementing the Math common core standards
33% of the staff feel they are moving towards implementing Blended Learning
72% of the staff feel they are moving towards implementing 21st Century Learning Skills
84% of the staff feel they are moving towards implementing Project Based Learning
67% of the staff are beginning to feel more comfortable with using the Google Suite
39% of the staff feel ready to create/maintain a classroom webpage on the Garfield website
52% of the staff have utilized the parent facilitators
57% of the staff feel we need to do more to improve the appearance of our school common areas
School Safety Plan, PBIS, and COST are the main areas the staff feels they need more information and/or training.
Overall, the staff would like more time to collaborate on and have more ongoing training in the major initiatives mentioned above.

The following are the major trends from the community survey:
The majority of the families who responded to the survey have been at our school between 1-3 years. Their students are in 2nd and 3rd grades.
63% of the families mostly participate in class field trips and potluck celebrations
50% of the families report they participate in community events such as Book Fairs, Movie Nights, Student of the Month, Talent Show, and Beautification Day
Participation in Sports Activities, PTA, ELAC, SSC meetings and Parent Education events had a lower of percentage reporting
78% of the families reported being familiar with the Common Core Standards and Parent Facilitators
Parents would like more information on 21st Century Learning Skills, SBAC, Technology Integration, and Positive Behavior Intervention and Support
94% of the families reported feeling welcomed at the school. 70 families rated the school a "10" on a scale from 1 to 10 with 10 feeling most welcome.
94% of the families reported that their child felt safe at school. 56 families rated the school a "10" on a scale from 1 to 10 with 10 feeling most safe.
The majority of families felt the appearance of the school was good but they would like to see cleaner bathrooms, cafeteria, hallways, and playgrounds. In addition several would like to see the school painted and ways to make it more secure. Others would like to see an electronic marquee with reminders of upcoming school events, changes in schedules, etc. There was a general feeling that the school looks old and needs a bit of freshening up.

We also learned that the majority of our families access the internet from home with either a smart phone or tablet. 57% of families reported that they prefer the teleparent message system closely followed by Remind Text Messages, and School and Classroom newsletters, and the Garfield website.
98% of the families reported feeling satisfied with their child's experience at Garfield. Most families responded from 7 to 10 on a scale from 1 to 10.

Classroom Observations

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

Through out the school year, classroom visits were conducted by the principal, instructional coaches, teachers, and district staff. This year these visits focused on looking for evidence of the implementation of the Common Core standards in Language Arts and Math, project-based learning, 21st century learning skills, blended learning, and other key district initiatives. At the start of the year, the majority of teachers had student desks arranged in rows. As the year, progressed more teachers began arranging the desks into small groups. The small group desk arrangements signaled a change from direct instruction in a teacher focused learning environment to a more student focused 21st century learning environment. Along with the seating arrangement changes, the level of technology use by students increased in the classrooms. In the past, students only visited the computer lab once a week. Students now have access to Chromebooks and/or iPads multiple times per week as part of their classroom instructional program. Evidence of project based learning was apparent in the student work that appeared in classrooms and hallways along with increased use of instructional software to provide more personalized instruction for students.

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:
According to the Star Renaissance data our English Language Arts (ELA) scores increased from the beginning of the year to the middle. In ELA we moved from 23% of students proficient to 43% proficient. In Math 58% of students score proficient but only 48% continued to score proficient by the middle of the year. The end of year Star Renaissance results show 37% of students proficient in ELA and 49% proficient in Math. These scores represent a baseline and now our work as staff will be focused on moving more students to proficient in both subject areas. In both ELA and Math our Asian/Pacific Islander, African American/Black, and Hispanic students are performing higher than our White students. Our challenge now is to bring all students to the level of performance of our Asian/Pacific Islander students in order to eliminate the opportunity gap for our African American/Black, Hispanic, and White students. Our overall goal is to have 100% of students scoring at the proficient level on the Star Renaissance assessments.

Additional areas of growth for our school are in Writing and Positive Behavior Intervention and Support (PBIS). We have not had a strong writing curriculum or standard way to assess writing for several years. All staff members will be piloting a new writing program next year called "Being a Writer" . This curriculum is aligned to the common core and will help teachers increase the rigor of the our writing program and help us standardized expectations across all grade levels. While our school-wide suspension data is relatively low, the majority of major discipline issues often involve students of color. In implementing PBIS school-wide behavior expectations, teaching all students the expectations, and then reinforcing them positively, this may help to reduce the number of school wide suspensions.

Meeting Performance Goals:
According to our Kindergarten and 2nd Grade Reading Academy exit rates and DIBELS scores, we are getting more students to proficient in reading at these grade levels. For next year, we want to look more closely at how teachers are moving the students forward.

Exceeding Performance Goals:
According to the District LCAP data on Library Circulation Rates, Garfield's Library provided over 5,500 books to our students. Our

rates were the highest across the district. We can attribute this high circulation rate to a consistent library program at our school. Students visit the library on a weekly basis and check out books to read in school and/or at home. Research suggests that schools with high library circulation rates see students with higher scores on standardized reading tests. We want to continue to provide a strong library program for our students so they can continue to increase their reading skills.

From 2006 to 2013, we had significant gains in the number of 5th Grade students proficient on the STAR Science Test. In 2012, we had more students score in the advance level than proficient.

Description of Barriers and Related School Goals

Staff need more ongoing professional development in the major district initiatives. Staff needs more time to collaborate on the curriculum guides with their grade levels colleagues in order to form a common understanding of the new standards and what instructional practices can be utilized to present them to students.

Staff needs updated instructional materials that aligned with the Common Core Standards in both ELA and Math. We started updating our ELA curriculum with addition of Engage NY lessons and books.

Staff needs ongoing training in Blended Learning with technology. The staff would like a quick reference document explaining what technology is available and the best practices around its use in the classroom. This also includes increasing our use of instructional software to personalize instruction to address skills gaps and/or acceleration.

Staff needs training in Project Based Learning. 8 Staff members participated in the summer institute in 2014. Only half of the Garfield staff has had the training.

Our Asian/Pacific Islander students tend to score higher on standardized tests than do our African American and Latino students. We need to continue to analyze our data through the lens of racial equity and use culturally responsive pedagogy as we move into 21st Century learning environments to ensure that all students have equitable outcomes.

Our most current CELDT data shows a persistent bubble of students at the Intermediate level. 54% of our ELL students scored at this level. Once a student reaches the intermediate level, staff need to collaborate on new ideas/strategies to move the ELLs out of this level on to Early Advance. If students become "stuck" at theIntermediate level, it becomes a barrier to being re-classified as Re-designated Fluent English Proficient (RFEP).

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	236	249		29	28		29	29		35	37	
Growth API	768	756		784	662		711	713		751	783	
Base API	782	769		803	784		704	717		802	751	
Target	5	5										
Growth	-14	-13										
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	103	124		124	130		164	187		45	46	
Growth API	755	758		748	743		741	746		664	609	
Base API	754	756		752	751		747	743		625	664	
Target	5	5		5	5		5	5				
Growth	1	2		-4	-8		-6	3				
Met Target	No	No		No	No		No	No				

Conclusions based on this data:

1. An Opportunity Gap exists for our African American, Latino, and White students. Our Asian students are our highest performing group.
2. Our significant sub groups did not make appropriate growth.
3. Our overall API dropped in 2012 and 2013.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	99	104		13	5		10	9		12	19	
Percent At or Above Proficient	41.9	41.8		44.8	17.9		34.5	31.0		34.3	51.4	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	38	52		44	51		61	74		10	6	
Percent At or Above Proficient	36.9	41.9		35.5	39.2		37.2	39.6		22.2	13.0	
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		No	No		--	--	

Conclusions based on this data:

1. Only our Hispanic students met AYP Criteria in 2013.
2. Overall our percent of students proficient stagnated from 2012 to 2013.
3. Our Asian, Hispanic, ELL's, and SED students did make growth from 2012-13. However our African American and White students decreased. Our White students experienced the largest drop.

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	114	118		11	6		9	12		18	22	
Percent At or Above Proficient	48.3	47.4		37.9	21.4		31.0	41.4		51.4	59.5	
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	49	58		61	66		72	88		15	11	
Percent At or Above Proficient	47.6	46.8		49.2	50.8		43.9	47.1		33.3	23.9	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		No	No		No	Yes		--	--	

Conclusions based on this data:

1. There were some increases in proficiency in math.
2. Only the SED students made AYP criteria.
3. Our Asian and ELL students scored the highest in math. While our SWD and White students scored the lowest.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	7	7	25	10	36	9	32	28
1	1	3	7	21	13	39	8	24	4	12	33
2	2	5	5	14	17	46	10	27	3	8	37
3	1	7	6	40	5	33	1	7	2	13	15
4	1	5	3	14	12	57	4	19	1	5	21
5	3	17	6	33	5	28	2	11	2	11	18
Total	8	5	29	19	59	39	35	23	21	14	152

Conclusions based on this data:

1. The majority of students scored within the Intermediate level.
2. The number of ELL students decreases in 3rd, 4th, and 5th grades due to re-designation to fluent English proficient.
3. We need to continue to move students from intermediate to early advance or advance. In 2014-15, we had many students who stayed at the same level. These students need to be identified for targeted intervention.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	131	131	120
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	131	131	120
Number Met	93	92	67
Percent Met	71.0%	70.2%	55.8%
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	164	12	147	19	130	19
Number Met	43	--	37	--	26	--
Percent Met	26.2%	--	25.2%	--	20.0%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	*	**Yes**	*	**No**	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	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:
Garfield Staff 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.
Data Used to Form this Goal:
Staff Survey Parent Survey Renaissance Star Reading Renaissance Star Math
Findings from the Analysis of this Data:
According to the Star Renaissance data our English Language Arts (ELA) scores increased from the beginning of the year to the middle. In ELA we moved from 23% of students proficient to 43% proficient. In Math 58% of students score proficient but only 48% continued to score proficient by the middle of the year. The end of year Star Renaissance results show 37% of students proficient in ELA and 49% proficient in Math. These scores represent a baseline and now our work as staff will be focused on moving more students to proficient in both subject areas. In both ELA and Math our Asian/Pacific Islander, African American/Black, and Hispanic students are performing higher than our White students. Our challenge now to bring all students to level of performance of our Asian/Pacific Islander students in order to eliminate the opportunity gap for our African American/Black, Hispanic, and White students. Staff need more ongoing professional development in the major district initiatives. Staff needs more time to collaborate on the curriculum guides with their grade levels colleagues in order to form a common understanding of the new standards and what instructional practices can be utilized to present them to students.

How the School will Evaluate the Progress of this Goal:
Garfield School will evaluate the progress of this goal using the following indicators: SBAC ELA and Math State Assessment Data Renaissance Star Reading and Math Assessment Data DIBELS Reading Data Reading Academy Exit Rates Mid Year and End of Year Staff Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(1.0) Provide time for reflective work by whole staff on race, equity, and social justice including the creation of possible affinity groups for further discussion and support and build more teacher voice into professional development to engage in courageous conversations based on the analysis of student data through the lens of equity and race.	Fall 2015 - Spring 2017	Principal and Staff	Principal and Staff will utilize staff meeting and PLC time to analyze site student data to identify students by name and need for targeted intervention. We will utilize our collective expertise to engage in courageous conversations on race and equity.			0.00
(1.1) Provide teacher professional development in new district initiatives (Writing, PBL, Blended Learning, 21st Century Skills, etc.) in order to differentiate instruction to better meet the needs of our diverse student body from GATE, ELD, to Special Education	Fall 2015 - Spring 2017	Principal and Staff	Principal and Staff will attend district trainings, utilize the expertise of the district instructional coaches, and site innovators to move forward in meeting the diverse needs of our students.			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(1.2) Provide release time and/or hourly for extended collaboration for teachers in order to unpack and identify the Common Core high stakes standards.	Fall 2015-2017	Principal and Staff	Grade level teams will meet 3 times per year to analyze student data, plan for instruction, and targeted intervention. We will utilize our site expertise as well as the district instructional coaches.	1000-1999: Certificated Personnel Salaries	Title I	10,000
(1.3) Hire of two Para educators - elementary to support students in achieving academic and/or behavioral goals.	Fall 2015-16	Principal and Staff	Hire one instructional assistant to support TK-2 Grade and one to support 3-5 grades. The IA's will work with the principal and teachers to support students academically and behaviorally. The funding for these positions are through our remaining QEIA carry-over. Staff will have to re-prioritize Title 1 funding in order have the IA's continue beyond Spring 2016.	2000-2999: Classified Personnel Salaries	Site Formula Funds	40,000
(1.4) Purchase of Supplemental ELA/ELD/Math instructional material	Fall of 2015-2017	Principal and Staff	Teachers will purchase supplemental instructional materials to support the common core standards.	4000-4999: Books And Supplies	Title I	3,950
(1.5) Purchase instructional materials - classroom supplies	Fall 2015-Spring 2017	Principal and Office Staff	Purchase instructional materials for each classroom, including paper, pencils, art supplies, etc.	4000-4999: Books And Supplies	Site Formula Funds	10,941

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(1.6) Purchase instructional materials - office supplies	Fall 2015-Spring 2017	Principal and Office Staff	Purchase materials that support instruction for the entire school including copy paper and folders.	4000-4999: Books And Supplies	Site Formula Funds	2,000
(1.7) Repair and Mainteance costs for technology, postage and mailings	Fall 20115-Spring 2017	Principal and Office Staff	Provide funding for technology maintenance and repairs, postage and mailing costs.	5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1,500

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:
Garfield School 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:
Staff Survey Parent Survey LCAP Data regarding Tech Usage Principal/Staff Classroom Visits
Findings from the Analysis of this Data:
The staff survey and classroom visits data reflects an increase of technology use in the classroom. The staff survey reflects implementation of the instructional software programs but teacher need continued training. Our aging SmartBoards and Document Cameras need to be repaired and have parts replaced in order for teachers to use them for instruction.
How the School will Evaluate the Progress of this Goal:
Google student account usage Software usage rates (Newsela, Discovery Ed. Compass Learning, etc.) Renaissance Assessment participation rates Tech Help Desks Tickets for repairs Staff Surveys Parent Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(2.0) Provide funding for repairs and parts replacement for existing technologies that are no longer supported by the district.	Fall 2015 - Spring 2015	Principal and Staff	Staff will utilize the Tech Repair system when classroom instructional technology is in need of repair.	4000-4999: Books And Supplies	Title I	3,950
(2.1) Develop a communication system so all teachers know what devices/programs are available, how to access and use it in the classroom.	Fall 2015	Principal and Site Lead Team	Principal and Lead Team will work with Technology department to create an easy reference document on the types of devices and programs for students.			0.00
(2.2) Provide ongoing teacher training in current district wide instructional technology programs (Compass, Renaissance, Newsela, etc.) in order to create more blended learning opportunities for all students.	Fall 2015 - Spring 2017	Principal and Staff	Principal and Staff will work with district coaches in order to continue to learn about and utilize these instructional programs.			0.00

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 Garfield School in a clear, accessible, and efficient manner.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #3:
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.
Data Used to Form this Goal:
Parent Survey Website Usage Remind and Blackboard Usage Rates
Findings from the Analysis of this Data:
From the parent survey we learned that the majority of our families access the internet from home with either a smart phone or tablet. 57% of families reported that they prefer the teleparent message system closely followed by Remind Text Messages, and School and Classroom newsletters, and the Garfield website. According to the district LCAP data Garfield had 3422 hits to school website. There are 93 community and 31 staff subscribers to the Remind text remind system.
How the School will Evaluate the Progress of this Goal:
Parent Survey Agendas and Sign-in Sheets for Parent Education Events School and Classroom Newsletters School Website, Remind and Blackboard Usage Rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(3.0) Provide additional hours for parent facilitator and teachers to plan & lead events outside of school hours to provide parent education in areas such as Math, Literacy, Science, PBIS, Technology, etc.	Fall 2015- Spring 2016	Principal, Staff, Parent Facilitators	Staff and/or Parent Facilitators will be paid hourly for work outside the contracted hours to support/increase parent education opportunities.	1000-1999: Certificated Personnel Salaries	Title I	1,000
				2000-2999: Classified Personnel Salaries	Title I	1,000
(3.1) Use of school and classroom newsletters to spotlight positive things going on at our school.	Fall 2015 - Spring 2017	Principal, Office Manager, Parent Facilitators, and/or Staff				
(3.2) Provide more translated documents in order to better communicate with our diverse school population.	Fall 2015 - Spring 2017	District Translators, Parent Facilitators, and Garfield Staff	We will utilize our district and site translation services to provide more documents translated into Spanish and other major language groups represented at our school.	2000-2999: Classified Personnel Salaries	Title I	500.00
(3.3) Utilize technology to communicate with parent community by enhancing the Garfield Website through providing training for teachers to develop classroom webpages on the school website.	Fall 2015 - Spring 2017	Principal, District Personnel, Teachers	We will utilize district librarian and technology personnel expertise to train teachers on creating/maintaining classroom webpages on the Garfield website.			0.00

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:
Garfield students 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.
Data Used to Form this Goal:
Staff Survey Parent Survey
Findings from the Analysis of this Data:
Garfield Staff and Community identified the need for more information on and/or training in PBIS according to our surveys. The Garfield staff feels strongly that we need to have calibration across the school on behavioral expectations and consequences that are both positive and negative. There is a strong feeling that more students have greater social/emotional needs and want more help in working with these students.
How the School will Evaluate the Progress of this Goal:
Office Referrals Suspension Data Classroom Discipline Records and Parent Communication Logs Staff Survey COST Referrals and Records

Playworks MOU

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(4.0) Provide training for all staff (Certificated, Classified, Noon Supervisors, ASES and Davis Street Staffs) on the implementation of school-wide PBIS, providing instruction for students on discipline matrix in order to calibrate behavior expectations school-wide, development of consistent positive and negative consequences and an office referral form, utilization of a life skills curriculum such as Toolbox and/or Second Step in order to build pathways between social emotional and academic learning.	Fall 2015 - Spring 2017	Principal, PBIS Committee, Lead Team, and District Consultants	District Consultants and Staff will provide the necessary professional development for the Garfield Staff and community (ASES, David Street, and Parents) to implement Positive Behavior Intervention Support (PBIS)	7000-7439: Other Outgo	Site Formula Funds	5,000
(4.1) Development of formal system for discussing students with challenging behaviors so teachers can find support for working with these students	Fall 2015	Principal and Site Lead Team	Principal and staff will develop a system of support for teachers to discuss students with challenging behaviors with a goal of developing plans to help these students. We will enlist the help of instructional coaches and other district expertise.			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(4.2) Identifying focal students not only for academic support but also for behavioral as well. Creating a staff mentoring system for students with challenging behaviors with a focus on building strong relationships with the students and their families.	Fall 2015 to Spring 2017	Principal and Staff	Research suggests that students who feel connected to their school achieve more. Building relationships with students with challenging behaviors may need additional support outside of their classroom. We want to develop an additional line of support for the identified students.			0.00
(4.3) Being more proactive with parents in communicating discipline issues, intervene earlier if a pattern begins to develop, communicate positives not just when it is a crisis.	Fall 2015 - Spring 2017	Principal and Staff	Garfield Staff will intervene early when a pattern of discipline issues begin to emerge for a student(s).			0.00
(4.4) Development of ways to enhance student intrinsic motivation for improving their behavior through feeling connected, respected, and safe, and welcome	Fall 2015 - Spring 2017	Principal and PBIS team and Staff	Principal and PBIS team will work with district experts and consultants to learn more about ways to implement strategies that help to encourage intrinsic motivation.			0.00
(4.5) Continue our Playworks program in order to provide consistent recess activity expectations, student leadership through junior coaching, classroom game time, and team sports opportunities outside of school hours	Fall 2015 - Spring 2016	Principal and Playworks personnel, and Garfield Staff	Principal and Staff will be follow the agreements outlined in the Playworks MOU.	5800: Professional/Consulting Services And Operating Expenditures	Title I	32,000

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Facilities
LCAP GOAL:
Continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #5:
Continue to improve Garfield School facilities to ensure facilities are user-friendly, accessible and energy efficient.
Data Used to Form this Goal:
Staff Survey Parent Survey Feedback from School Safety Committee
Findings from the Analysis of this Data:
The majority of staff and families felt the appearance of the school was good but they would like to see cleaner bathrooms, cafeteria, hallways, and playgrounds. In addition several would like to see the school painted and a ways to make it more secure. Others would like to see an electronic marquee with reminders of upcoming school events, changes in schedules, etc. There was a general feeling that the school looks old and needs a bit of freshening up.
How the School will Evaluate the Progress of this Goal:
Staff Survey Parent Survey School Safety and Health and Wellness Committee agendas and minutes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(5.0) Improve appearance and cleanliness through out the school including staff and student involvement in the process	Fall 2015 - Spring 2017	Principal, Committee Members, and Staff	Principal, Health and Wellness Committee, and Lead Team will work with staff, students, and community members to help improve the appearance of our school facilities.			0.00
(5.1) Safe Schools Plan Training and Implementation	Fall 2015 - Spring 2017	Principal, Committee Members, and Staff	Principal, School Safety Committee, and District Officers meet to training and coordinate site safety plan. Monthly emergency drills are conducted.			0.00

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)**
Title I	52,402	2.00
Site Formula Funds	59,441	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Site Formula Funds	59,441.00
Title I	52,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	11,000.00
2000-2999: Classified Personnel Salaries	41,500.00
4000-4999: Books And Supplies	20,841.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating	32,000.00
7000-7439: Other Outgo	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Site Formula Funds	40,000.00
4000-4999: Books And Supplies	Site Formula Funds	12,941.00
5000-5999: Services And Other Operating	Site Formula Funds	1,500.00
7000-7439: Other Outgo	Site Formula Funds	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	7,900.00
5800: Professional/Consulting Services And	Title I	32,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,391.00
Goal 2	3,950.00
Goal 3	2,500.00
Goal 4	37,000.00

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
Lynda Hornada	X				
Denise Widgren			X		
Debbie Shinoda		X			
Ed Rivera		X			
TerriLynn Haggins-Bassett		X			
Silvia Garcia				X	
Asmae Saddiki				X	
Numbers of members of each category:	**1**	**3**	**1**	**2**	

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 June 9, 2015.

Attested:

Lynda Hornada		
Typed Name of School Principal	Signature of School Principal	Date
TerriLynn Haggins-Bassett		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date