The Single Plan for Student Achievement

School: Lincoln Continuation High School

CDS Code: 01-61291-0134528

District: San Leandro Unified School District

Principal: Jeffrey Ramirez

Revision Date:

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

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

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The District Governing Board approved this revision of the SPSA on .

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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.

Lincoln Continuation High School's Vision and Mission Statements
Mission Statement
Lincoln Alternative Education Center's mission is to meet the educational, social, and emotional needs of our diverse student population in a supportive and safe environment that encourages students to develop enthusiasm for life-long learning and pursuit of post-high school opportunities.

Vision Statement
We empower students to develop 21st Century skills for success in a global society. The Alternative program focuses on developing the "whole child" by emphasizing transferable skills and knowledge that will lead to active citizenry, community sustainability, and individual success.

School-wide Learners Outcomes:
Effective communicators and collaborators who...

- -Co-construct with peers, staff, and community members to develop solutions for real-world challenges
- -Analyze and synthesize information in order to effectively communicate findings
- -Demonstrate effective and appropriate interpersonal skills in a variety of settings
- -Utilize technology proficiently in a 21st century culture

Responsible citizens who...

- -Make positive contributions to their families, communities, and society
- -Understand the importance of making healthy life choices to promote personal well-being
- -Construct a positive identity of self that recognizes the contributions and values of their, and others', cultural contributions and community experiences
- -Are able to a.c.t. upon the the world (analyze, critique, and transform)

Invested learners who...

- -Actively work toward academic improvement and achievement leading to graduation
- -Take responsibility for their own academic success
- -View education as liberatory tool that allows Freedom from... and Freedom too...
- -Pursue college and career readiness opportunities

School Profile

Serving the students within the community, Lincoln (LAEC) is San Leandro Unified School District's continuation school, serving credit deficient High School students from San Leandro High School (enrollment approximately 2800), from other alternative education sites outside the district, or students who need an alternative setting for high school. San Leandro Unified School District serves approximately 8800 students with eight elementary schools, two middle schools, one comprehensive high school and one alternative education campus (LAEC). Lincoln (LAEC) supports students' options for credit recovery and students can enroll at the age of 16 to recover credits and potentially return to San Leandro High School.

Lincoln Alternative Education Center (LAEC) has expanded to not only meet the needs of the students at Lincoln, but for all students needing an alternative pathway to college and careers. Lighthouse Independent Study Program is located at LAEC to serve students

from San Leandro High School and Lincoln. San Leandro Unified School District's goals are to expand alternative programs at LAEC to support all students in the San Leandro Unified School District.

Lincoln (LAEC) offers...

- -Flexible scheduling for work purposes, family obligations, and/or to take part in in the Eden ROP classes off-site.
- -Smaller classroom learning environments (24 to 1)
- -A six period day (9:00am—2:20pm) and opportunities to earn credits beyond the hours of the school
- -Goal setting conferences that start at the orientation and continue throughout year to ensure that the students are on pace to meet their academic, personal, and social goals
- -Individualized approach where students feel cared for and valued
- -Recognition by staff that students arrive at our doors with different stages of readiness
- -Partnership with Chabot Community College to construct an educational pathway that assists students in entering College
- -Weekly collaborative staff meetings that address ways to improve overall student learning outcomes and academic experiences
- -Tiered intervention model that treats whole child
- -Alternative forms of Back to School and Open House where student, and staff, work is showcased and celebrated
- -On-line courses that allow students to work at their own pace, and towards their own interests
- -Implementation of Project Based Learning to improve engagement, and understanding, for students
- -Restorative practices to address conflict in and outside of school
- -Academic pathways that allow students to return to the High School
- -Incorporation of Common Core Standards and 21st Century Learning Skills into academic designs and learning goals
- -On-going COST (Coordination of Services Team) Team meetings to ensure that students are getting access to the right types of service they need
- -Socio-emotional support through .5 counselor, three support therapists, and a drug and alcohol counselor, .
- -A school psychologist, a special education resource teacher, and a para-educator to the meet the needs of students with IEPs (roughly 15% of the population)
- -Open door policy for students, parents, and community members with the Administrative team to receive information and ask pertinent questions

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).

Lincoln has continued to use a variety of measures to capture stakeholder input. One such way Lincoln High School leadership has sought to capture stakeholder input is through consistent, open dialogue about the aim of the school, effectiveness of instruction and programmatic design, as well as areas of improvement. One of the challenges we face at our site, is a lack of parental involvement. Seeking ways to improve the ties between the site and parents we utilized our Transcript Night and Student/Staff Exhibition to conduct parent surveys. These nights were constructed as a way to celebrate the work and the growth of their child, or children, within our school. Computer stations were set up within Multipurpose Room as a way to gain greater insight from the parents. Staff were on-site to assist any parents who may have had difficulty accessing the technology. Secondly, we conducted a school-wide survey for students to document their experiences of the school. In utilizing their 4th period Advisory Class (Subject class) students were surveyed on various questions that sought to examine their instructional effectiveness of our site. Staff surveys have been on-going throughout the year, ranging from informal discussions to activities during our staff meeting. From these surveys we were able to identify not only our goals, but areas of improvement for the site.

Parent Survey:

- -Many parents spoke strongly about the positive connections that their child had made with the site, staff, and other students
- -All parents appreciated the individualized approach to learning

- -Families felt that the facilities were clean, but that the location of the school in an industrial zone did not seem conducive to a learning environment
- -Many requested course curriculum that reflected student goals (Health, Independent Living, Purchasing Power, Career Opportunities, College Readiness)
- -Several parents stated that they wish they knew about our campus years ago

Student Survey:

- -One item that was consistent throughout, was the need for better lunches (Often requesting the need for an open campus, or having the Taco Truck park next in our lot.)
- -Many viewed Lincoln as a real haven, where they felt cared for
- -While some students appreciated a classroom learning pace that sought to pull in all learners, others wished for a greater push
- -Many were unclear as to how the productive day model works, and were unsure of how many credits they had earned
- -Some wanted stricter policies around student behavior in class
- -Students discussed candidly the ways in which they viewed Lincoln prior to coming here, as a place the "bad kids." But, also how their perceptions changed once they arrived here.

Staff Survey:

- -Many teachers saw peer observation as invaluable, and discussed the need to use school site funds for subs to allow this type of work
- -Teachers discussed the need for better collaboration around similar themes and topics to assist student learning outcomes
- -PBIS is well received, but many are unclear how it will look within their day-to-day practice
- -Appreciated the role of Instructional Coaches within the District, and would like to see more effective modeling across content
- -Familiar with the roles of the COST and SST Team, but would like more immediate feedback about follow up to their referral forms
- -Build better partnerships with community to make classroom walls more transparent
- -Continue to find ways to celebrate the work of students, but staff as well

Classroom Observations

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

Observations were conducted at various times throughout the day to find out about the various types of instruction that is being offered at Lincoln, as well as its effectiveness. While not evaluative in nature, these walkthroughs can assist teachers by becoming a source of data for them to reflect on their practice and progress in meeting their goals. The targeted areas of growth that we sought to examine in the walk throughs were aligned with the District's initiatives.

Based on classroom observations:

- -There are strong, positive relationships that exist between the staff and students. Students are often greeted warmly upon entering classrooms. This simple technique has the impact of inviting students in to a welcoming environment. From here, each teacher starts with a warm-up and an agenda that is placed on the board. In many classes students use notebooks to keep track of their assignments, and organize their work.
- -Staff has embraced the use of PBL, and has attempted to utilize it with varying degrees of success. Overall, the leadership team found large use of whole group instruction and direct instruction, with some classes using small group, flexible learning environments. Students are often engaged in self-paced projects and classroom lessons.
- -Use of technology was largely whole group, individual use, with several examples of using the computers as learning stations. While students use varied, the types of assignments often ranged from Power Point projects, to the use Google Docs to type out research papers and essays. In one class, social media was being used as a way for students to engage with the work.
- -Currently the site is operating under an impractical bell-schedule. With a 2 minute passing and 45 minute class period much of the instructional time is lost as students transition from one class to another.

In order for us to reach to our goals of 21st Century learning environments, professional development must be structured in a way to assist teachers with the use of PBL, technology, and collaboration. One area that staff can build from is the success they had with the thematic lesson they constructed prior to the start of the year: How can we renovate Lincoln into a 21st Century School? Teachers used this question as a springboard into their classroom units, where the theme stayed the same but the focus differed. This platform built consistency not only for the students, but the staff as well to dialogue around, learn from, and collaborate with.

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

Our biggest obstacle this year has been poor attendance. Daily we are averaging 65-75% of our student body on campus. This is a challenge to the right type of programming and learning we are attempting to create. We have attempted to address this through phone calls going out, letters being sent home, and meetings being arranged between the site's administrators and parents. Rarely though are students ever dropped because of issues centered around attendance. Some of this can be alleviated by better intake procedures and identifying the right type of student for the Programs offered.

Secondly, we are underserving our students when it comes to the CAHSEE test results. We have varying levels of success across the grade levels, but many of our students have become disheartened by the process and believe that they will not be able to meet this graduation requirement. One of the reasons for this issue is that test has not been fully embedded into the school year. It is often treated as an isolated exam, with serious consequences.

Third, we have not utilized the online Compass Learning for our students. As a site, we have struggled to make the transition from Odysseyware to Compass Learning without much success. For next year, we will need to incorporate the Instructional Coaches to assist with this transition.

Meeting Performance Goals

Students feel safe and secure on campus, where their values and interests are valued.

Description of Barriers and Related School Goals

Lincoln Alternative Education Center is working this year on breaking down the negative connotations associated with continuation high schools. District and school staff work tirelessly to bring the message to our community that Lincoln Alternative Education Center is an alternative path for students who have otherwise “fallen off course” for college and careers. Lincoln (LAEC) does not serve any bad kids; just youth who have made bad choices. Nor do we have any lazy students; just students whose strength and potential have not been utilized in a traditional classroom environment. What we do find in our students is that they are often isolated in three areas of academic experience: 1) Positive peer and staff interactions 2) Difficulty with the academic content, and 3) Unable to find their culture reflected in the curriculum, content, and climate of the school.

Recognizing these gaps, over the past five years with the administration, teachers, and support staff, Lincoln (LAEC) has worked to structure a programmatic design that seeks to recover student credits, and reconnect them to their academic pursuits. The recovery is not only limited to the credits students need to make up, but recovery in the sense of their personal well being. Under this lens, there is the understanding that the student’s poor academic performance is an indicator of a traumatic event within that youth’s life.

Within this context there are several barriers related to our school goals. Listed below are the barriers as they relate to the community and school-site.

Lacking Robust In-Take Procedures that Correctly Identifies Students' Strengths and Struggles

One such barrier is a more robust intake process that seeks to identify the various personal, academic, and social needs of the student. For example, traditional ways of thinking about our youth is that they are not able to perform in "regular" classrooms

because of "laziness." Though when interacting and dialoguing with the youth you begin to realize that often for many of our students there was a traumatic event that severed their ties to their academic path.

Poor Attendance
Aligned with this barrier is the need to develop a more persistent monitoring of attendance. As a site, we need to examine the root causes why some students just stop showing. In the past there used to be a bus line that came down to Teagarden and Marina. In addressing this barrier we can perhaps better utilize the parent facilitator to assist us in this matter. One example, can be home visits. Another way is to construct a more realistic bell schedule. Our current model allows for a 2 minute passing period whereby often students are late.

Lack of Parent Involvement
How do we meet the needs of parents who often feel that their child has been underserved within the educational system? Outreach is essential to improve communication and active participation with students and families. Further, we need to find more alternative ways to pull these parents in and become involved in their child's education.

Use of Technology
Our teachers need additional professional development to increase their skill level and plan ways to integrate technology in effective ways. Currently, most teachers are beginning to use technology on a regular basis. Now we must look critically at our practices to ensure that we are using the most high leverage programs and measure the results of the program use.

Isolated Teaching Practices
As a site, many teachers have become insular in their practice. Much of this is related to the fact that the site has experienced four Principals in four years. It seems though with the hiring of Stephen Redmond, the District is moving in the right direction in hiring someone with experience in an Alternative Ed. environment.

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	23	15		0	1		7	5		0	0	
Growth API	500	574										
Base API	438	500										
Target	18	15										
Growth	62	74										
Met Target	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	16	9		8	4		21	12		6	2	
Growth API	487						500	615				
Base API		487						500				
Target												
Growth												
Met Target												

Conclusions based on this data:

1. Data is too small to make conclusive findings.

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			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--	47.4	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes	No	--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--			--			100			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1. Students met AYP proficiency level for the 2013 school year.
2. School-wide 11% gains for the AYP target from 2012 to 2013.

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			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--	44.7	--	--	--	--	--	--	--	--	--
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	Yes	Yes	No	--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--			--			100			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1. Students met the AYP proficiency for the 2012 and 2013 school year.
2. Only 44% at or above proficiency.

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
	#	%	#	%	#	%	#	%	#	%	#
11					******* *	***	******* *	***			********
12	1	8	6	50	5	42					12
Total	1	7	6	40	7	47	1	7			15

Conclusions based on this data:

1. The bulk of our EL students are Intermediate EL learners.
2. Need to develop ways to identify student growth as they transition from the main campus to our site.
3. We need to identify the students who did not move up a level and design targeted intervention for those students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	24	17	15
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	24	17	15
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

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	0	24	0	17	0	15
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--	--	

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:
Every student at Lincoln Alternative Education Center will be provided with equitable access to high quality instruction in a 21st century learning environment which will assist them in their academic, personal, and social growth.
Data Used to Form this Goal:
Student Survey Parent Survey Staff Collaborative Meetings
Findings from the Analysis of this Data:
Students, staff, and community members expressed an interest in real world, relevant instruction that will assist them in college and career readiness. In meeting this aim, we would hope to increase engagement, and thus improve attendance and rates of graduation. Staff expressed interest in continual exposure to training and collaborative time to improve learning outcomes for each student.
How the School will Evaluate the Progress of this Goal:
LAEC will evaluate the progress the of this goal using the following indicators: • -Quarterly credits earned • -Student surveys • -Attendance records • -Discipline records • -CAHSEE scores

- -Graduation rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Materials All students will have access to CCSS aligned curriculum and materials.	Fall 2015--Spring 2016 (on-going)	Whole Staff	CCSS Materials will be available for every student. (Utilize the on-line resources, textbooks, and workbooks we have in place.)	None Specified	None Specified	0
Intervention Both Mathematics and ELA CAHSEE intervention courses will be added to the master schedule to provide support for students struggling to pass.	Fall 2015--Spring 2016 (on-going)	Staff	A push-in staff member will provide additional support in these classrooms, as needed to help students with the concepts necessary to pass the CAHSEE. We will identify students who have an IEP and have still not passed the CAHSEE. The RSP teacher will provide additional academic assistance and will write IEP goals to address their learning gaps.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Collaboration	Fall 2015--Spring 2016 (on-going)	Principal Instructional Coach	Staff will work throughout the year to collaboratively analyze student work and rigor of assignments. Teachers and Support Staff will complete Peer Observation Protocols that allow for collaboration, critical feedback, and reflection from interdisciplinary instructors.	None Specified	None Specified	
Assistance for Seniors Who Have Not Passed CAHSEE	Fall 2015--Spring 2016 (on-going)	Parent Facilitator Principal Counselor	Parent Facilitator will organize parent events for English Language Learners. Parents of seniors who have not passed the CAHSEE will be informed prior to each administration of the exam via phone call. Seniors, who have not passed by the February CAHSEE administration date will be required to take the proper intervention course, and their parents will be informed of their disaggregated results.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolwide Data Analysis	Fall 2015--Spring 2016 (on-going)	Principal Leadership Team Teachers Support Staff	SBAC, CAHSEE results, attendance, graduation rates will be disaggregated and presented to staff for analysis and instructional planning.			0
Posted Daily Agendas in classrooms	Fall 2015--Spring 2016	Teachers	Teachers will ensure that their instructional plan for the day is posted in a visible place on their whiteboards. Using the acronym: GOALS G: Where are we GOING? O: How will the unit be ORGANIZED? A: Who is the AUDIENCE? What is the ASSESSMENT? L: What have we LEARNED?			0
Involve Instructional Coaches	Fall 2015--Spring 2016	Instructional Coach Principal	Involve Instructional coaches to assist teachers in the implementation of PBL, Google Docs, and greater use of technology			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Peer Observation Cycles	Fall 2015--Spring 2016	Principal Counselor Teachers	Sub release time. Teachers will participate in peer observations of common core aligned lessons and blended learning with the intent of strengthening curricular knowledge and teacher practice.	3000-3999: Employee Benefits	Site Formula Funds	365
Project Based Learning	Fall 2015--Spring 2016	Principal Teachers	Teachers will implement student-driven, real world projects to improve academic and 21st century skills, and help students practice presenting to a public audience.			0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Technology
LCAP GOAL:
Every school in the District utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS).
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #2:
Every classroom at LAEC utilizes 21st century technology to support, improve, and enhance student learning and to meet the Common Core State Standards (CCSS). Teachers will increase their comfort level with technology integration and their proficiency in using a blended learning format for instruction.
Data Used to Form this Goal:
Staff Survey Student Survey Parent Survey LCAP data regard tech usage Principal walkthrough observations.
Findings from the Analysis of this Data:
Surveys reflect the increasing use and need for additional technology in the classroom. While staff has strove to implement technology
How the School will Evaluate the Progress of this Goal:
Lincoln will evaluate the the progress of this goal using the follow indicators: • -Use of Google docs by staff • -Software usage rates (Compass Learning, Khan Academy, Discovery Ed...) • -Classroom observations by Principal and teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Google Suite	Fall 2015--Spring 2016	Principal Teachers Support Staff	Teachers will use student Google accounts to create, edit, and share written assignments. Teachers will utilize Google Docs, Mail, Sheets, Slides, etc. to collaborate, plan, and present learning to their colleagues.	None Specified		
Educational Websites (District Funded)	Fall 2015--Spring 2016	District Educational Services Principal	Teachers will utilize websites (Compass Learning, Khan Academy, Discovery Ed.) to provide differentiated instruction.	None Specified		
School Site Website	Fall 2015--Spring 2016 (on-going)	Principal Staff	Principal will keep up-to-date information through the use of Blackboard all calls, and school website. Staff will evaluate the overall design and effectiveness of the message intending to be sent on the website.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data Management Systems (Illuminate and Naviance)	Fall 2015--Spring 2016	Principal Counselors Teachers	Staff will use Illuminate to enter analyze student test data. Counselor will use Naviance as a tool to assist students in their career and college readiness.	None Specified		

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Community & Public Relations
LCAP GOAL:
All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #3:
All LAEC families will have access to clear, accessible, and timely communications. All families will feel welcomed, have opportunities to engage in school activities and have their voices heard.
Data Used to Form this Goal:
Google Surveys Website hits Parent Facilitator Contacts
Findings from the Analysis of this Data:
More parental support and correspondence is necessary. Often we find that our parents have been jaded by the educational experiences within San Leandro Unified. Where we
How the School will Evaluate the Progress of this Goal:
LAEC will evaluate the progress of this goal using the following indicators: • -Blackboard Connect data • -Website visit data • -Parent Attendance at schoolwide events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update school website by keeping a Google Calendar that lists the school year, and monthly events.	Fall 2015--Spring 2016	Principal Staff	Principal needs to be trained in School wires to improve the layout, function, and compatibility of the school website. Staff will observe, analyze, and provide input around the school web page.	None Specified		
Restructure of Open House to celebrate the work of the students, and staff.	October 2015, April 2016	Principal Counseling Support Food Services	Development of an agenda for the night, that allows for the staff define to the focus, and structure of the program. Educate parents/family members/guardians on how to read a Transcript. Provide student work samples of the work they are doing within their classes.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use parent emails and Blackboard Connect to update parents about the weekly events that are taking place at the school.	Fall 2015--Spring 2016	Principal Parent Facilitator Staff	Train Principal on the use of Blackboard Development of weekly Lincoln Letter that staff would want to inform parents of. Weekly positive call homes to parents/guardians to celebrate the growth of their child.	None Specified		
ELAC--English Learner Advisory Council	Fall 2015--Spring 2016	Principal Parent Facilitators	Provide oral translation and support for parent meetings.			
Parent Facilitator	Fall 2015--Spring 2016	Principal Parent Facilitator	This position facilitates parent involvement through active recruitment for parent groups, hosting parent workshops, helping disseminate information to parents and providing translation for parents.			

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:
Roll out of PBIS to ensure that the students have a clear understanding of what is expected of them. Development of an intervention model that provides for school safety, mental health, and physical well.
Data Used to Form this Goal:
Discipline records COST Team recommendations Student surveys Staff surveys.
Findings from the Analysis of this Data:
Students are motivated by recognition and rewards. Students enjoy smaller more frequent recognition's that are tied to their academic identity and social/emotional well-being. Secondly, we are trying to identify clear steps of intervention as students work toward their academic goals. In traditional settings discipline is used as a way to punish and isolate the youth. We find that this practice tends to marginalize the students, and severe their connections from the school site, and staff.
How the School will Evaluate the Progress of this Goal:
LAEC will evaluate the progress of this goal using the following indicators: • -PBIS SET Data • -Discipline rates • -Tickets for positive behavior, and healthy choices that promote a conducive learning environment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of PBIS	Fall 2015--Spring 2016	Principal Counselor PBIS Support Teacher	Roll out school wide matrix that articulates students' behavioral expectations. Reward students who display positive behavior, and follow the expectations outlined in the matrix. (Pass out 25 Lincoln Dollars per quarter.) Development of SET as articulated by PBIS.	None Specified		
Professional Development	Fall 2015--Spring 2016	Principal Teacher Leadership Team	Staff will research articles around ways to deescalate situations within the classroom. Staff will identify readings to be mapped out for the year, around how to recognize and deal with trauma within the classroom. Collaborate with the District to develop an assessment/survey as to understand better why students are deficient in credits.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parental Involvement	Fall 2015--Spring 2016	Principal Parent Facilitator Counselor	Provide parental classes around ways to deescalate situations at home, and have thorough dialogues with their students through constructive conversations.	None Specified		
COST (Coordination of Services Team)	Fall 2015--Spring 2016	Principal COST Coordinator Counselor	COST Coordinator leads COST team to evaluate students' socio-emotional, physical, and mental health needs and assign appropriate services for them. COST Coordinator receives a stipend funded by district.			
Student Leadership	Fall 2015--Spring 2016	Principal Counselor Teachers	Principal, Counselor, and Teachers will organize and facilitate student leadership group to lead school activities and decision making processes.			

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:
Development of multi-purpose room as a center for the students, and staff room that models 21st Century learning environments.
Data Used to Form this Goal:
Parent Survey Staff surveys Student Input SLED Leadership Team
Findings from the Analysis of this Data:
Students and staff expressed a frustration about a school site that is geographically isolated, and does not have the same type of resources that are offered in a traditional school. One such item that we are lacking is a school library.
How the School will Evaluate the Progress of this Goal:
LAEC will evaluate the progress of this goal using the following indicators: • -Multipurpose sign in sheets. • -Library check out of materials. • -Use of computers--tracking use: personal, career, college, school, entertainment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a library on campus	Fall 2015--Spring 2016	Principal Lincoln Leadership Team	Survey students about what they would like to see the Multipurpose room look like Use of SLED funds to develop a school library on campus. Purchase of books, materials, posters, desks, tables, and chairs. Organize event to invite SLED members down to view the construction of the library	0001-0999: Unrestricted: Locally Defined	Other	3000
Renovate Lincoln staff room	Fall 2015--Spring 2016	Principal Counselor Lincoln Leadership Team	Removal of outdated learning materials, and excess boxes that clutter the staff room. Organize the room in a way that models the type of learning environments and grouping that we would like to observe in our classrooms.			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

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

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

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

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

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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
None Specified	0.00
Other	3,000.00
Site Formula Funds	365.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	3,000.00
3000-3999: Employee Benefits	365.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Other	3,000.00
3000-3999: Employee Benefits	Site Formula Funds	365.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	365.00
Goal 5	3,000.00

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
Jeff Ramirez	X				
Melanie Blagburn		X			
Caitlin Healy		X			
Maria Carvalho			X		
Shirley Beale				X	
Jason Toro				X	
Daveonna Malone					X
Joshua Pharr					X
Shaun Hale			X		
Numbers of members of each category:	**1**	**2**	**2**	**2**	**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):**

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

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

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

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

Attested:

Jeffrey Ramirez		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date