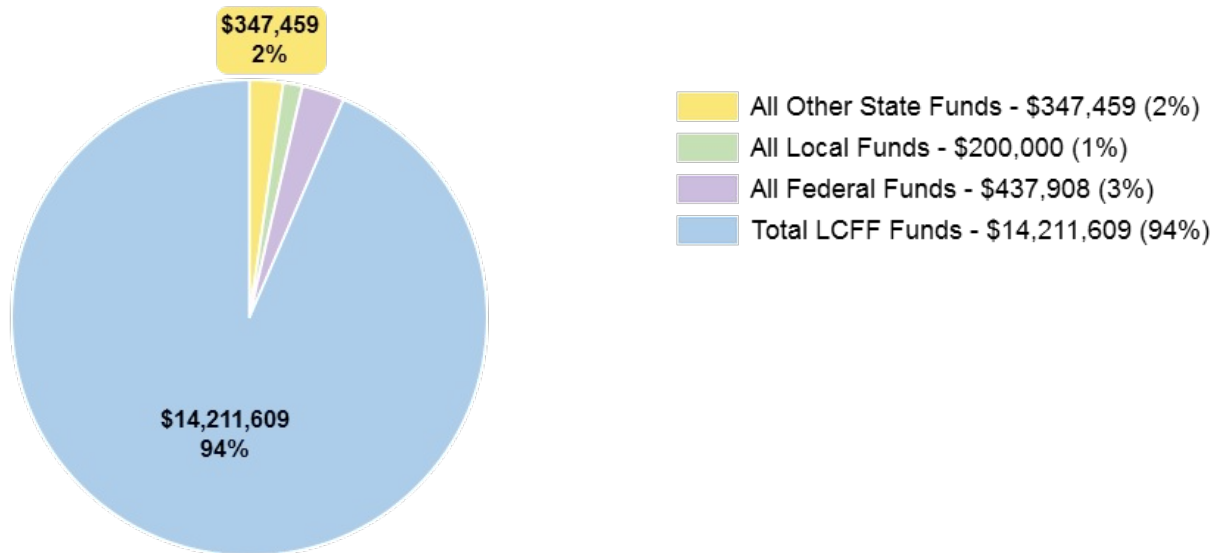# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jacinto Valley Academy
CDS Code: 33672496114748
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Phil Anady | panady@sjacademy.org | 951-312-7537

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
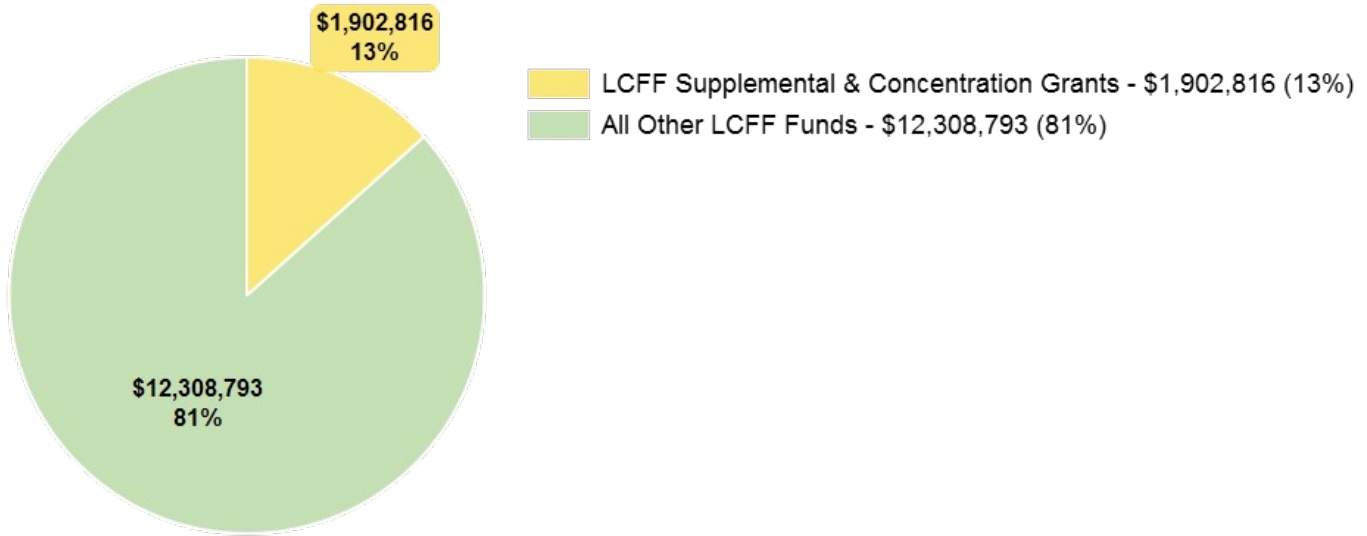
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

- All Other State Funds - $347,459 (2%)
- All Local Funds - $200,000 (1%)
- All Federal Funds - $437,908 (3%)
- Total LCFF Funds - $14,211,609 (94%)

Source	Funds	Percentage
All Other State Funds	$347,459	2%
All Local Funds	$200,000	1%
All Federal Funds	$437,908	3%
Total LCFF Funds	$14,211,609	94%

Breakdown of Total LCFF Funds

| Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$1,902,816	13%
All Other LCFF Funds	$12,308,793	81%

These charts show the total general purpose revenue San Jacinto Valley Academy expects to receive in the coming year from all sources.

The total revenue projected for San Jacinto Valley Academy is $15,196,976, of which $14,211,609 is Local Control Funding Formula (LCFF), $347,459 is other state funds, $200,000 is local funds, and $437,908 is federal funds. Of the $14,211,609 in LCFF Funds, $1,902,816 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
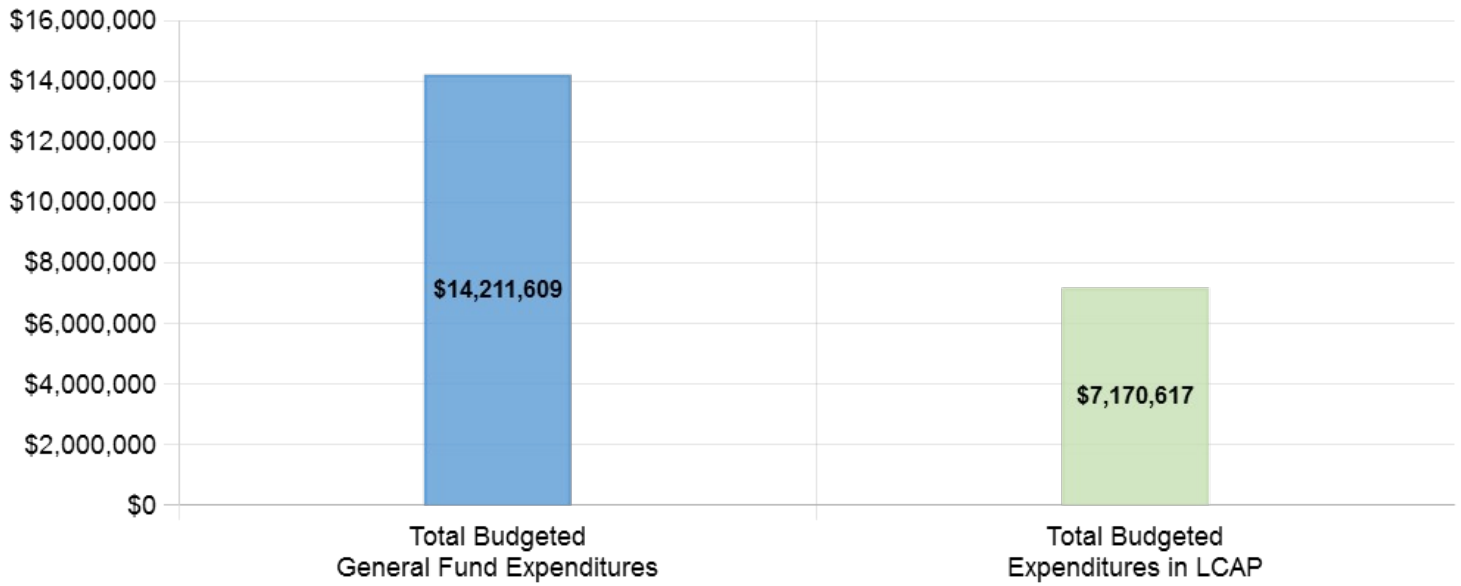
Source	Funds
Total Budgeted General Fund Expenditures	$14,211,609
Total Budgeted Expenditures in LCAP	$7,170,617

This chart provides a quick summary of how much San Jacinto Valley Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

San Jacinto Valley Academy plans to spend $14,211,609 for the 2019-20 school year. Of that amount, $7,170,617 is tied to actions/services in the LCAP and $7,040,992 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

> The General Fund Budget Expenditures that are not included in the LCAP are general operating expenses such as rent, utilities, and consultant fees as well as employee benefits costs.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, San Jacinto Valley Academy is projecting it will receive $1,902,816 based on the enrollment of foster youth, English learner, and low-income students. San Jacinto Valley Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP San Jacinto Valley Academy plans to spend $1,902,816 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
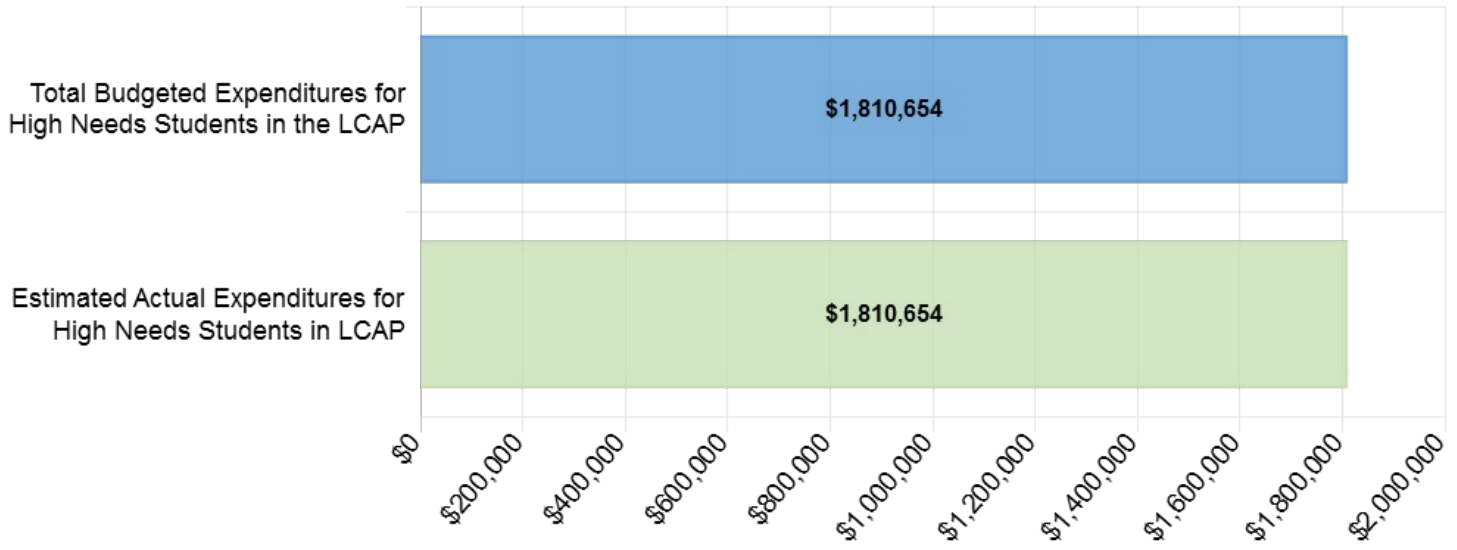
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,810,654
Estimated Actual Expenditures for High Needs Students in LCAP	$1,810,654

This chart compares what San Jacinto Valley Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Jacinto Valley Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, San Jacinto Valley Academy's LCAP budgeted $1,810,654 for planned actions to increase or improve services for high needs students. San Jacinto Valley Academy estimates that it will actually spend $1,810,654 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
San Jacinto Valley Academy	Phil Anady	panady@sjacademy.org
	Dean of Secondary Education	951-312-7537

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

San Jacinto Valley Academy (SJVA) is a public charter school serving students in Transitional Kindergarten through 12th Grade. Established in 1997, the school draws students from throughout the San Jacinto Valley including San Jacinto, Hemet, and surrounding communities. SJVA has consistently received full accreditation from the Western Association of School and Colleges (WASC: an official academic body responsible for the accreditation of public and private universities, colleges, secondary and elementary schools in California) and was granted a six-year accreditation status in May 2018. In 2009, SJVA was authorized to provide the International Baccalaureate (IB) Diploma Programme (DP) to eleventh and twelfth grade students. In 2016, SJVA entered the two-year candidacy phase towards becoming an International Baccalaureate Primary Years Programme (IB PYP) for TK-5th grade students, with full authorization expected in fall of 2019. SJVA provides a rigorous California Common Core State Standards-based program, using the inquiry model for instructional practices. It is the belief of all stakeholders that the inquiry model provides SJVA students with a unique opportunity to be actively involved and motivated to learn, by pursuing their own interests within their respective standards-based content areas. As a college prep school, SJVA provides high school students with the necessary classes to fulfill California State University (CSU) and University of California (UC) college application requirements. SJVA's organizational structure is built on a shared responsibility model of leadership that is ingrained in our school culture. Our leadership team is composed of administration, certificated staff members representing all disciplines, and representative support staff. Collaboration is an integral component in all aspects of our program. Through this process of collaboration, SJVA engages in a continuous cycle of on-going improvement that addresses the learning needs and overall well-being of all our students. SJVA understands that parent involvement is an essential component of student success and we have developed our own unique Learning Partnership Agreement (LPA) to foster parent participation. The LPA outlines the responsibilities of parents, students, and teachers to ensure student success, and is signed by all parties. Our goal is to develop self-motivated lifelong learners who are able to attain a high level of achievement and thus become college and career ready.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The San Jacinto Valley Academy's LCAP describes the variety of special programs offered to meet the needs of all students and their families. These comprehensive and innovative programs integrate 21st

Century teaching and learning skills to ensure students are meeting high academic standards. Programs include but are not limited to: Honors Programs, English Language Development, Personalized Learning, 1:1 Technology, Response to Intervention (RTI), Visual and Performing Arts (VAPA), Science, Technology, Engineering, Art, Mathematics (STEAM), and Transitional Kindergarten. An in-depth data analysis of student achievement data and parent surveys is conducted to determine academic areas of strength, areas of concern, and instructional strategies and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parent committees, and instructional leadership teams. The LEA's eight-member Governing Board sets the direction through formulation of the district's policies and the adoption of annual goals and objectives, which reflect the priorities of the community and the Board. Decisions on how the district's funds are spent are considered through input from district staff and parent and community groups, and they are then approved by the Board of Trustees. Budget priorities each year reflect the Board's ongoing deliberations on the many program and facility needs facing the district.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

California School Dashboard Indicators

Graduation Rate
San Jacinto Valley Academy takes pride in achieving a graduation rate of 100% with every one of our graduates meeting all A-G University of California / California State course requirements.

College/ Career Indicator
San Jacinto Valley Academy strives to prepare all students to be college/career ready. SJVA's College/Career indicator is a green with 69.2% of its students deemed "Prepared", 30.8% classified as "Approaching Prepared", and 0% as "Not Prepared." Student groups with the greatest gains consist of Socioeconomically Disadvantaged (increased 7.6% - 28 students) and White (increased 19.2% - 13 students). Other student groups were not reported because their population is less that 11.

Career Technical Education Pathway - Aviation
San Jacinto Valley Academy has fully implemented a Career Technical Education Transportation Pathway in Aviation. The pathway consists of Introduction to Aviation, Aviation 1 - Ground, and Aviation 2 - Flight. Students may earn certificates leading to various careers in aviation. Students can earn their Remote Pilot Certificate, pass their FAA Private Pilot Ground Exam, and potentially earn their Private Pilot Certificate by the end of their senior year. The Aviation Pathway leads to many more careers in aviation beyond piloting; it prepares students for Air Traffic Control, maintenance, management, dispatching, engineering, and many other careers.

English Language Arts
SJVA is proud of its growth in English Language Arts. Our 3rd-8th and 11th grade students increased by 8.2 points on the Smarter Balanced Assessment Consortium (SBAC) from the previous year. There were several student groups who observed significant growth: Hispanic (increased 10.6 points) and Socioeconomically Disadvantaged (increased 9.9 points)

Chronic Absenteeism
San Jacinto Valley Academy decreased an already low chronic absenteeism rate from 2% to 0.8%, a reduction of 1.2%. The student groups experiencing the greatest decline in chronic absenteeism were African-American (reduced by 3.7%), Students with Disabilities (reduced by 1.7%), and English Learners (reduced by 1.9%)

Suspension Rate
San Jacinto Valley Academy reduced the suspension rate from 0.7% to 1%. The students groups who experienced the greatest decline in the suspension rate were English Learner (reduced by 1.3%), Hispanic (reduced by 1.2%). The African-American and Asian student groups remained at 0% suspension rate.

SJVA has expanded and improved the school's International Baccalaureate (IB) Diploma Programme with 10 IB Diplomas awarded after the May 2017 exams. SJVA has continued its dedication and support of the IB program with the addition of the IB Primary Years Programme (PYP) (candidate school). SJVA is committed to developing 21st Century Learners by providing students with better than adequate access to technology tools and programs. All K-12 classrooms are equipped with a SMART Board and 2nd-12th grade students have class sets of Chromebooks. All students have access to online support programs including those aligned with the ELA, math, and science curriculums. SJVA continues to further implement the Aeries SIS program and has fully integrated Google for Education with our Aeries system. To ensure academic growth/achievement for students in grades 1 through 5 who are "at risk" in math and ELA, SJVA has developed and implemented an elementary intervention program with instruction provided by credentialed teachers and/or instructional support aides in small groups on a daily basis. All stakeholders at SJVA recognize the importance of coming to school and a regular basis. As a direct result of our commitment to providing a rigorous and relevant education, SJVA's students want to be in class and continue to attain our attendance goal of 98% or higher. SJVA also continues to maintain a 100% graduation rate beginning with the first graduating class of 2009 (A senior student left SJVA in the spring of 2017 prior to graduating and was incorrectly included in calculations of our graduation rate for 2016-2017).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Mathematics - Overall our students scored in the orange on the Mathematics Smarter Balanced

Assessment Consortium maintaining 1.7 points from the previous year.

English Language Arts
While the overall school has a strong English Language Art indicator on performance and growth there are students populations within the category such as Special Education students that have needs to be addressed.

San Jacinto Valley Academy will address these needs through grade level and subject-area analysis of SBAC results, local benchmarks, and other assessments. Teaching staff will use the date-driven results to guide instruction and support. SJVA plans on using educational technology such as Achieve 3000, Khan Academy, and State Adopted curriculum resources to enhance and differentiate instruction. SJVA will further develop intervention and enrichment opportunities to support academic achievement. In addition, SJVA will ensure alignment between instruction, local assessment, and global assessments.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

English Language Arts - Students with Disabilities
San Jacinto Valley Academy, in partnership with San Jacinto Unified School district, serves SJVA's Students with Disabilities. This student population has been identified as scoring two or more levels below the "all student" performance on the English Language Arts section of the SBAC.

As a result of this performance gap the following measures are being put in place:

Planners
Each identified student with a disability will receive a planner. Students will record due dates for homework, projects, and assessment dates on a daily basis for each subject-area. Students will record the daily agenda from white board in each subject area. Important paperwork may be attached to the planner by teacher, student, or parent/guardian for all to review.

Enrichment/Extended Enrichment
Students will receive additional support and instruction from their teachers and tutors after school from 2:25-3:15pm (enrichment) and 3:20-4:15 (extended enrichment). Students below a 3.00 GPA or with a D/F grade will be required to attend enrichment and extended enrichment for two week periods to improve their grade.

SBAC Result Analysis
To better inform parents/guardians of student progress towards meeting grade-level goals, teachers, students, and parents/guardians will meet to review and discuss the previous years' SBAC scores in ELA and mathematics. A plan of support will be developed to best support the student if the student did not achieve proficiency on the SBAC assessment.

MAP and SBAC results and goal Setting
Teachers, students, and parents/guardians will review and set goals for local NWEA Measure of

Academic Progress (MAP) benchmark results which will project SBAC scores for the Spring of that school year.

Achieve 3000
Students in grades 3-12 have access to Achieve 3000 which provides daily differentiated instruction for nonfiction reading and writing that are precisely tailored to each student's lexile reading level.Students in grades K-2 have access to SmartyAnts, a component of Achieve 3000, which is designed to differentiate instruction for nonfiction reading and writing tailored to lexile reading levels for maximized growth. Each student will complete a minimum 4 activities per month based on the recommendation of Achieve 3000.

Khan Academy
Students in grades 3-12th grades receive differentiated math instruction through Khan Academy. Each student will complete lessons and activities at a minimum of 30 minutes per week

SBAC Sample Questions
Teachers provide students 3rd-8th and 11th grade students with SBAC questions within their weekly homework for students to review and practice.

Suspensions
San Jacinto Valley Academy has a strong culture and climate with a low suspension rate of 1%. With that understanding, we have identified two student populations that have a suspension rate two levels below the "all student" level. The student populations are Students with Disabilities and White. Students with Disabilities total a population of 80 students ranging from transitional kindergarten through twelfth grade. The suspension rate for this population was 2.5% which derived from less than three students being suspended. The total White student population is 345 with a 1.5% suspension rate which derived from five student suspensions.

As a result of an increased suspension rate for these two student populations, and to increase efforts to further reduce the overall suspension rate, SJVA has implemented a plan of support for students. SJVA will refine and revise SJVA's progressive discipline policy which will incorporate alternative disciplinary actions thus providing adequate consequences, while not removing the student from the classroom environment. The Counseling Department staff will provide regular classroom visits for students in need of additional support, schedule and present relevant workshops for students and families, and schedule focus groups to address current social/emotional trends.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

San Jacinto Valley Academy is not identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

San Jacinto Valley Academy is not identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

San Jacinto Valley Academy is not identified for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

SJVA will provide necessary resources, materials, intervention programs, and professional development trainings, to all TKCollege teachers and students to promote a high level of student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4

Local Priorities:

Annual Measurable Outcomes

Expected   **Actual**

3rd-8th grade SBAC English Language Arts Points below level 3 proficiency (California School Dashboard)
Increase score to move towards level 3
All Students:15 points
SWD: 15 points
EL: 15 points
Hispanic: 15 points
AA: 15 points
SED: 15 points

3-8th Grade SBAC Level 3 Proficiency: 4.6 points below level 3
All Students: Increased 8.2 points
Students with Disabilities: Declined 12.5 points
African-American: Increased 5.4 points
English Learners: Increased 3.7 points
Hispanic: Increased 10.6 points
Socioeconomically Disadvantaged: Increased 9.9 points

3rd - 8th grade SBAC Mathematics Points below level 3 proficiency (California School Dashboard) Increase score to move towards level 3
All Student: 15 points
Students with Disabilities: 15 points
African-American: 15 points
English Learner: 15 points
Hispanic: 15 points
Socioeconomically Disadvantaged: 15 points

3-8th Grade SBAC Level 3 Proficiency: 28.9 points below level 3
All Students: Maintained 1.7 points
Students with Disabilities: Declined 25.3 points
African-American: Increased 7.6 points
English Learners: Maintained 0.8 points
Hispanic: Maintained 0.4 points
Socioeconomically Disadvantaged: Maintained 2.2 points

Local Benchmark Assessments – NWEA MAP – Local
Indicator Increase % of students proficient or above.
Reading: Increase to 50%
Language Usage: Increase to 55%
Math: Increase to 50%

Local Benchmark Assessments – NWEA MAP – Local
Indicator Increase % of students proficient or above.
Reading: 38.1%
Language Usage:NA
Mathematics: 28.5%

Expected	Actual
EL Progress and Reclassification Rates (California School Dashboard) EL Progress Indicator: Increase 10% resulting in Low status (Yellow) Reclassification: Increase to 25%	California School Dashboard - English Learner Progress indicator does not become active until 2019-20 school year ELPAC - Level 4 - 36.5% Well Developed, Level 3 - 43.8% Moderately Developed Reclassification: 31.8%
Percentage of English Learners who made annual progress towards English Proficiency as measured by CELDT (ELPAC beginning in 2017-2018) 70% of English Learners will make progress towards English proficiency as measured by ELPAC.	79.3% of English Language Learners scored Level 4 - Well Developed or Level 3 - Moderately Developed.
SARC Report – Textbooks and Teacher Credentialing	Maintained 100% instructional materials compliant 100% teacher credentialing compliant.
6th-12th Grade GPA of 3.0 or higher – Local Indicator	Percentage of 6-12th grade GPA 3.0 or Higher 79% High School 83% Middle School

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) All TK - College students will continue to receive enrichment/intervention support within the school day and/or before and after school .Deans will use our Diamond Tiered Response to Intervention (RTI) program to service students in acceleration, remediation, and grade level support. Maintain Deans throughout all grade levels to monitor student achievement and progress. B) Grade level/subject area teachers will maintain SST schedules and ensure that all SSTs are scheduled, held, and documented with all parties receiving copies of the plan at the close of the meeting. Records of all SSTs will be entered in AERIES as a centralized location for all documents generated in the meeting. C) Hire additional EL support	A) ELE: Classroom aides work with small groups of students to provide support for reading, writing, and math. Each grade level has a classroom aide assigned to them for the year. Success Academy, the program is built into the instructional day and functions as an elective provided for students based on teacher recommendation. Students attend for 45 min per day, 4 days per week. Spanish Core Specials: Daily support for EL students who have not been reclassified in grades 4 and 5. Interventions teacher works with students using Achieve 3000 to effectively access the programs at home and in class. Grade levels monitor progress using local assessments, state assessments (SBAC), and benchmarks (MAP). Reading levels are evaluated using Rigby PM Benchmark Assessments monthly. Progress is monitored	I. $170,000 II. $ 65,000 III. $ 22,000 IV. $ 5,000 Source: LCFF Base I. 1100-1900 Certificated Salaries II. 2100-2900 Non-certificated Salaries III. 4100-4300 Books and Supplies IV. 5210-5220 Services and Other Operating Expenses	I. 1100-1900 Certificated Salaries $204,476.00 II. 2100-2900 Non-certificated Salaries $53,824.14 III. 4100-4300 Books and Supplies $27,837.79 IV. 5210-5220 Services and Other Operating Expenses $40,475.50

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
teachers to work with students in general education classes, small group intervention, and after school tutoring. During weekly and/or daily grade level/subject area planning sessions, ELL student progress is reviewed, data analyzed, and actions put in place to address trends and concerns. D) Provide ELD professional development for all teachers. Provide training for ELPAC process and EL reclassification process. Schedule (Aug./Sept.) annual EL strategy conferences for all EL students (in addition to regularly scheduled progress conferences) to review performance levels from ELPAC assessment, set goals, and plan instructional supports. Acceleration, remediation, and grade level support is provided for all English Learners.	through Aeries Gradebook. Attendance is monitored by the classroom teachers and the Deans. Low attendance is addressed with an Student Study Team meeting to discuss concerns and create an action plan for parents, student, and teacher. Behavior is monitored by the classroom teacher and by Deans through our Alpha Wolf and Wolfpack grade level honor program. During monthly ceremonies, the grade level with the highest attendance and least amount of behavior violations wins the grade level traveling trophy! MS/HS: Intervention teachers to support students below grade level and EL students who have not been reclassified. After school tutoring to address reading, writing, science, and math concerns. Tutors present in classrooms for additional assistance. RTI strategies for review and implementation by all teachers		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Deans and LCCs, support the implementation of RTI strategies. Students that didn't earn a 3.0 GPA or who have a D/F in any class are assigned mandatory enrichment period to receive support from the subject area teacher(s). Students that have a D/F grade are assigned to extended enrichment for further support. Students with a missing assignment are expected to work with that teacher after school / during Enrichment the same day that the assignment was due. JETa Bi-weekly runs a report that monitors academic, behavior, and attendance. For academics, the report pulls current GPA for each student, students with D or F grade, and students that are within 1% of a C- or D-. For behavior, the report pulls the number of after school and Thursday school detentions each student has received. For attendance, the report pulls		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	student data regarding the number of unexcused absences, excused absences, independent study, and completed independent study. Monday the deans review data and work with teachers, students, and parents to provide support and intervention to help increase the academic, behavior, and attendance success of students. Thursdays, during the staff meetings this data is reviewed along with action plans to increase the success students. Bi-Weekly progress reports are sent home to be signed and reviewed by parents. For behavior, the report pulls the number of after school and Thursday school detentions each student has received. B) TK-12th: Classroom teachers and Deans use the SST process to support students with behavioral, academic, emotional, or social needs. The SST		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	committee consists of classroom teacher, grade level teachers, parent, and student (if necessary). At times the team will also include elementary deans, resource teacher, speech teacher, occupational therapist, and/or psychologist. Student progress is monitored at regular intervals with approximately 6 weeks between meetings. C) ELE: All grade levels plan to together on a daily basis for 45 minutes while their students are in core specials. In addition to the daily planning time, every other week teachers have a 3 hour block of time to meet with teams, plan individually, run assessments, or work on instructional materials. Every Thursday is early release and the grade-level teams are able to use most of the Thursdays for team planning as an elementary team. MS/HS: Weekly staff meet		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	for 1.5 hours in their respective groups. Once a month all staff meeting. The staff meetings an agenda is created and sent out before the meeting for all participants to review. The meeting is centered around the three focus areas: Academics, Attendance, and Citizenship. Each week the agenda is created and sent out before the meeting for all participants to review. Focus is on academic performance, students concerns, and next steps to address needs. D) TK-12th: ELL Strategies, curriculum, and ELPAC training. ELL coaches established. Coaches monitoring each student's progress and meeting with parent/students. All curriculum for ELA and Math has built in intervention and acceleration materials. The supplemental materials are designed for EL students,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students in need of enrichment, and students in need of remediation. Additional strategies and intervention options are discussed during the SST process and collaboration meetings.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Maintain current state recommended and approved instructional materials for California Standards curriculum and state alignment for all TK - College classrooms. B) Continue to develop and implement K-12 writing programs and provide teacher training to provide consistency within the writing process. C) Continue to expand reading program by building and expanding classroom libraries	A) TK-12: Curriculum is state adopted/approved and aligns to state standards. High school courses are A-G compliant. B) ELE - The writing program is adopted from the Journey's curriculum, with Step Up To Writing as our supplemental writing program. MS/HS - utilizes Revision Assistant and Studysync to support student writing skills. HS is committed to incorporating more written assessments across all subject areas. Core subject areas	I. $165,500 II. $ 42,000 Source: LCFF Base I. 4100-4300 Books and Supplies II. 1100-1900 Certificated Salaries	I. 4100-4300 Books and Supplies $96,348.00 II. 1100-1900 Certificated Salaries$94,021.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
with community resources. D) Renew and provide professional development for NWEA Maps assessment and reporting program that is aligned with the California Standards. ELA & Math Grades TK– 12, Science Grades 3-8 E) Purchase NGSS aligned science instructional materials and supplies for classroom use. F) Deans are assigned for all grade levels to monitor the implementation of adopted curriculum as it aligns to California Standards and Smarter Balanced Assessment. Deans assist with gathering assessment data and analyzing data for progress monitoring and lesson design to support differentiated instruction.	(Science, History, and English) use Jane Schaffer writing. A HS Creative Writing club has been created for those students interested in furthering their writing skills. C) ELE: Each elementary classroom has a library of their own, with Achieve 3000 to further develop informational text reading skills. We are currently reviewing a digital library for all elementary students. Teachers in the lower elementary grades use the guided reading format to work with students in small groups using the Rigby leveled readers for instruction. MS: Teachers have used Achieve 3000 for the past 3 years as our main reading program that allows all our students to receive informational text at their individualized lexile levels. The informational text also is cross curricular and many articles are available in Spanish. MS has a		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	monthly goal of reading 8 articles per month. All MS ELA classes have class libraries for our students to visit. The libraries consist of grade level, lexile leveled books of all genres and they come in fictional and non fictional books. HS : Leisure Reading Day is every Wed. in both ELA classes as well as during advisory. High school has implemented the use of Achieve 3000 on a regular basis in order to supplement literacy across all subject areas. HS has set the goal of at least eight activities per month in the Achieve 3000 program. IB juniors and seniors have taken a fieldtrip to UCR to receive access to the UCR library. HS dual enrollment students have access to the MSJC library. D) MAP will be administered three times a year Fall, Winter, Spring for math, english, and science. The fourth assessment		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	will be the Smarter Balanced Assessment Consortium (SBAC). Appropriate data analysis will be conducted for each administration to identify and drive instruction for students in the area of both academic growth and current levels. E) ELE: All K-5 Primary Years Progamme unit planners include the NGSS. Currently, we are using web-based programs to design lessons which reflect these current standards. MS: 6-8th has purchased new curriculum that is aligned with NGSS and will be fully implementing the curriculum and standard this year. HS: High school currently uses lessons aligned with NGSS. F) 3-8,11th: The adopted ELA and math curriculum provide SBAC practice materials. Materials are used on a regular basis to prepare students for the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	types of questioning they may find, the different tools available to use online, and the format of the test in general. Teachers include the publisher performance tasks as part of their instruction and assessment throughout the year to assess real-world problem solving or writing readiness.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Maintain Learning Community Coordinators (LCCs) to support Learning Communities for all grades TK – College. B) Continue to hold weekly Leadership Team and grade level meetings as well as monthly All Staff meetings. C) Hire and maintain fully credentialed teachers with appropriate credentials. Retain	A) ELE: Elementary has one Learning Community Coordinator (LCC) for 2018-2019. The LCC assumes the lead in notifying teachers K-5 of all deadlines, upcoming events, assessment time frames, and is a resource for teachers when they have questions regarding students. The LCC assists Deans with attendance concerns, SSTs, and monthly assemblies.	I. $4,887,730 II. $ 80,000 Source: I. LCFF Base Source: II. LCFF EPA I. 1100-1900 Certificated Salaries II. 5210-5220 Services and Other Operating Expenditures	I. 1100-1900 Certificated Salaries $4,733,839.21 II. 5210-5220 Services and Other Operating Expenditures $64,079.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TK-12 Certificated staffing for Regular Education Classrooms. D) Provide support to (CTI) Induction candidates. Continue to provide funding for CTI candidates program and coaches stipend.	MS: Middle school has one Learning Community Coordinator (LCC) for 2018-19. This person is overseeing and monitoring the progress of the 8th grade students in meeting the requirements for 8th grade promotion and the related festivities. The LCC is also monitoring the academic, citizenship, and attendance progress of 7th and 8th grade students and coordinating the Student Success Team meetings. HS: High school has one Learning Community Coordinator (LCC). This person assists the Deans with HS goal monitoring and oversees the reading and writing programs. This LCC also provides classroom management support for teachers. B) All Staff: All staff meetings are scheduled for the first Thursday of the month. These staff		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	meetings provide an opportunity to recognize individuals, grade levels, and entire school for accomplishments. It also provides an opportunity for trainings and time to address items, issues, or concerns pertaining to all staff. ELE: Elementary teachers meet on Thursday for 1.5 hours. The focus is on student achievement, attendance, intervention, assessment, writing prompt scoring, PYP unit planners, alignment of PYP unit planner central ideas, and school business. MS: Middle school meets on Thursday for 1.5 hours. The middle school spends time reviewing, discussing, and developing action items addressing the focus areas of academics, citizenship, and attendance. Time is also given to meet as a 6-8th grade team and within subject areas for collaboration.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	HS: Each Thursday the High school staff meet for 1.5 hours. Once a month the high school staff will join elementary and middle school for an all staff meeting. During the high school staff meetings an agenda is created and sent out before the meeting for all participants to review. Thu meetings provide subject area collaboration at least twice per month. C) ELE: 100% of elementary school teachers are fully credentialed MS: 100% of middle school teachers are fully credentialed, HS: 100% of high school teachers are fully credentialed D) ELE: 9 elementary teachers are participating in CTI - 6 elementary CTI Coaches MS: 6 middle school teachers are participating in CTI - 2 middle school coaches HS: 5 high school teachers are participating		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	in CTI - 2 high school coaches		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue to implement PYP program throughout grades TK – 5. Continue to provide opportunities for teachers to visit other PYP campuses. Provide ongoing PYP IB training for TK-5 teachers.	Elementary is in year 2 of the candidacy phase for IB PYP authorization with a spring 2019 visitation expected. All 6 units of study for PYP have been written, taught, and assessed with a review by team members. IB PYP Professional Development IB Primary Years Program Workshop - Atlanta, Georgia 6/19-6/21/18 IB Primary Years Program Conference -Lake Tahoe, Ca 6/27-7/12/18 IB PYP Professional Workshop - Austin, Texas 7/19-7/21/18 IB PYP Introduction to the PYP Model - 1/3-1/4/19 IB PYP Curriculum Planners - 1/4/19	I. $80,000 II. $15,000 Source: LCFF Base I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures	I. 4100-4300 Books and Supplies $77,120.00 II. 5210-5220 Services and Other Operating Expenditures $59,610.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Recognize individual, subject, and grade level achievements and student success. Provide awards, certificates, medals, trophies and banners to celebrate student achievement and success B) Additional support personnel designated to support SED students and English Learners. Support Coaches provide resources to students, teachers, and parent/guardians to assist student developing skills necessary to reach proficiency on grade-level appropriate assessments. C) Additional support personnel designated to support SED students and English Learners. Support Coaches provide resources to students, teachers, and parent/guardians to assist student developing skills necessary to reach proficiency on	A) ELE: Teachers recognize student achievement at the end of each month at a flag ceremony. We present student(s) of the month, IB Learner awards, and Leader of the Pack for each grade level. All SJVA staff have Wolf Bucks they may award to students at any time and students take those Wolf Bucks to our student store to redeem them for prizes. Teachers also use daily forms of recognizing student achievement and excellence through web-based parent communication programs such as Remind and/or Class Dojo. Certificates, medals, trophies, banners are made to recognize students. MS: At the end of each triad, middle school holds an award ceremony to recognize student growth and achievement.	I. $20,000 II. $10,000 III. $ 2,000 Source: I. LCFF Base Source: II. Title I Source: III. Title III 4100-4300 Books and Supplies	Source: I. LCFF Base $38,627.00 Source: II. Title I $10,918.00 Source: III. Title III $6,220.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
grade-level appropriate assessments.	Students are recognized for meeting a couple different criteria: 1) Student of the Tirad: Top students for the triad recommended by their teachers 2) Habits of Mind: exemplary display of one or more habits of mind 3) Physical Education: meeting or exceeding the physical fitness requirements for the triad 4) Choir: For exemplary behavior and participation 5) Music: For exemplary behavior and participation. Certificates, medals, trophies, banners are made to recognize students. HS: At the end of each triad, high school holds an award ceremony to recognize student growth and achievement. 1. Leaders of the Pack (student of the triad award) 2. IB Learner Award: Award based on IB Profile 3. Subject Area Awards 4. Achieve 3000 Awards (Lexile gains) 5. Physical fitness awards. Certificates, medals,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	trophies, banners are made to recognize students. B) Seven English Language Learner coordinators positions were developed. Coordinators provide staff trainings on instructional strategies and ELPAC prep. They hold ELAC meetings throughout the year, monitor ELL progress and achievement, and hold an annual ELL reclassification ceremony. C) Seven English Language Learner coordinators positions were developed. Coordinators provide staff trainings on instructional strategies and ELPAC prep. They hold ELAC meetings throughout the year, monitor ELL progress and achievement, and hold an annual ELL reclassification ceremony.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Provide Diamond Tiered (RTI) Response to Intervention - Acceleration, remediation, and grade level support and instructional training for teachers. B) All TK - College teachers receive appropriate and relevant professional development. Provide California Standards professional development and differentiating instruction training for all teachers grades TK – College. Provide professional development as needed for classroom management, instruction design, guided reading, and any other identified needs.	A) ELE: All adopted curriculum for ELA and Math includes intervention materials. The supplemental materials are designed for EL students, students in need of enrichment, and students in need of remediation. Additional strategies and intervention options are discussed during the SST process. MS: All adopted curriculum for ELA and Math includes intervention materials. The supplemental materials are designed for EL students, students in need of enrichment, and students in need of remediation. Additional strategies and intervention options are discussed during the SST process and regular staff meetings. HS: High School Leadership team, including HS Deans and LCCs, monitor and coordinate SSTs where necessary with student, parents, and Gen Ed.	$36,000 Source: LCFF Supplemental 5210-5220 Services and Other Operating Expenditures	$76,894.00 Source: LCFF Supplemental 5210-5220 Services and Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teachers. Teachers have access to RTI strategies and best practices are discussed during the Thursday HS Staff meetings. B) All Staff: 6/17-6/20/18 National Charter Schools Conference/Austin /Texas Active shooter barricade training 8/6/18 CPR and First Aid Training - 8/6/18 Classroom Management - 8/2-8/2/18 Elementary School: IB Primary Years Program Workshop - Atlanta, Georgia 6/19-6/21/18 IB Primary Years Program Conference -Lake Tahoe, Ca 6/27-7/12/18 IB PYP Professional Workshop - Austin, Texas 7/19-7/21/18 Step Up To Writing Training for all TK-5th grade teachers-8/2/18 IB PYP Introduction to the PYP		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Model - 1/3-1/4/19 Step Up to Writing - In House 1/3/19 IB PYP Curriculum Planners - 1/4/19 English Language Learner - In House 1/7/19 Student Success Team Training - In House 1/8/19 SmartBoard Training -In House 1/9-1/10/2019 Middle School: StudySync – In House 8/6/18 Spanish Curriculum Training 8/17/18 Jane Schaffer Writing – In House 8/7/18 Jane Schaffer Writing -1/7/2019 Achieve 3000 training -1/10/2019 StudySync ELD – 1/8/19 English Language Learner - In House 1/7/19 SmartBoard Training -In House 1/9-1/10/2019 High School: 7/19-7/21 AP By the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Sea/Temecula, Ca StudySync – In House 8/6/18 Spanish Curriculum Training 8/17/18 Jane Schaffer Writing – In House 8/7/18 Jane Schaffer Writing (English, History, Science) , 1/7/19 Achieve 3000 training - 1/10/19 StudySync ELD training- 1/8/19 SmartBoard Training -In House 1/9 - 1/10/2019 English Language Learner - In House 1/7/19		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

A) Continue to develop and implement summer school programs for enrichment, intervention, and remediation based on identified needs. Hire qualified teachers and staff for summer school classes. Provide supplies and necessary materials for all summer school classes.

A) ELE: Programs offered reading, writing, and math support for remediation, and science camp as an acceleration course. All summer school courses are based on teacher recommendation.
MS: Programs offered during the summer of 2018 consist of Aviation Academy, Creative Writing, and Math Enrichment.
HS: Programs offered during the summer of 2018 consist of Odyssey Credit Recovery courses and a Physical Education course.

I. $20,000
II. $12,000
Source: LCFF Supplemental

I. $44,562.00
II. $13,000.00
Source: LCFF Supplemental

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

SJVA maintained the assignment of Deans in Elementary (2), Middle School (2), High School (2), and added Deans of Secondary Education (2) to monitor student achievement and the implementation of curriculum and instructional programs to support students. SJVA maintained Learning Community Coordinators (LCCs).

All subject and teachers are using current and updated state adopted curriculum complete with acceleration, remediation, and ELL supplementary materials.

All students complete state and local assessments. Results of assessments are analyzed by teachers, LCCs, and Deans. Student growth and achievement results are used to determine intervention or acceleration needs for each student.

K-12 students provided with intervention and enrichment opportunities as needed. Credentialed intervention and/or instructional support aides are assigned to all TK-5th grade classrooms during the instructional day to support remediation and/or acceleration needs of students. ELL instructional support is provided for all K-5 students during the instructional day as a pull-out program. Elementary students are further supported with after school tutoring for our under-performing students.
MS and HS provided intervention teachers and tutors to support ELL students and students with lower than an 3.0 GPA. Intervention provided during the instructional day and after school to support ELL, SPED, and LPS students.

Credit Recovery - SJVA provides high school students with the opportunity to recover credits need with the OdysseyWare program.

Student Success Teams (SST) TK-12th grade - Classroom teachers and Deans use the SST process to support students with behavioral, academic, emotional, or social needs. A plan of action is created, followed, and re-visited to ensure student success.

All faculty receive appropriate and relevant professional development to promote a high level of student achievement.

English Language Learner Coaches - TK-12th grade teachers and ELL Coaches work closely with our ELL students for support in English language development. At this time, elementary grade levels are receiving push-in services during their Spanish Core Specials course. ELL support staff that can be used for classroom push-in and pull-out services are not yet in place for all grade levels, however, staff have implemented the use of Achieve 3000/Smarty-Ants on a regular basis in order to supplement literacy across all subject areas. Our ELL Coaches monitor each student's progress and the teachers/coaches schedule time to meet with parents to share progress and strategies for continuing their English skills at home.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions and services were effective in achieving the articulated goal. The professional development, quality state adopted curriculum, components of Response to Intervention, adopted online support programs, Student Success Teams, enrichment, tutoring, ELL Coaches, extended enrichment, and credit recovery have been instrumental in all students meeting A-G high school graduation requirements, increased middle and high school GPAs, growth on the Smarter Balanced Assessment Consortium, and many students passing Advanced Placement (AP) and International Baccalaureate exams which earn them International Baccalaureate Diplomas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Materials budgeted for vs. estimated expenditures went over in some areas such as certificated salaries and summer school courses, for future planning we will be taking those expense differences when planning.Materials costs overall were not over significantly.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 1 has merged into our new goal 2 and goal 3 that focuses on academic achievement and response to intervention. Merging five goals into three will help addressing each goal with greater focus. While the goal has been reorganized no substantial changes were made to the concept of the goal, expected outcomes, metrics, or actions and services.

Goal 2

SJVA will provide all TK - College students with adequate access to technology in order to achieve a more positive outcome on state and local indicators, academic success in the classroom and help develop 21st century learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Maintain 100% of all students that will access high quality digital resources.	100% of all students that will access high quality digital resources.
All students (100%) will create Individual Learning Portfolios (ILP) to monitor progress.	All 6-12th grade students created Individual Learning Portfolios (ILP) to monitor progress.
100% of all staff and students trained on digital citizenship and critical thinking skills to identify accurate and relevant resources.	100% of all staff and students are trained on digital citizenship and critical thinking skills to identify accurate and relevant resources.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue to use computerized formative assessments and benchmarks to provide data for analysis to inform instructional planning for all TK-College students. B) SJVA has a strong understanding of effective data analysis, consortium, and strategies to prepare students for success. Continue to utilize NWEA MAP for Math & ELA benchmarks for grades 1st- 12th and Science for grades 6-8. MAP will be used for test administration, result reporting, and data analysis. Provide professional development training for staff on NWEA MAP use. Continue to utilize EADMS for formative assessment, i.e.:	Elementary School: Technology available: All 2nd-5th grade classrooms have chromebooks for each student, and Kindergarten-1st grade classrooms have ipads to use in small groups. All classrooms have SMART boards. Assessment: 1st-5th grade students take the MAP assessment online and 3rd-5th grade students also complete the web-based SBAC assessment each spring. In addition to MAP and SBAC, all students complete Achieve 3000 and/or SmartyAnts reading comprehension assessments online. Teachers provide students with the opportunity to complete a variety of tasks online at a young age to prepare	$27,000 Source: LCFF Base 4100-4300 Book and Supplies	$70,967.18 Source: LCFF Base 4100-4300 Book and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lesson, Chapter, and Unit quizzes. EADMS will also be used for benchmark exams in all subjects except Math and ELA in grades 6-12.	them for more formalized assessments such as SBAC and MAP by exposing them to the format, tools, and keyboarding skills necessary to successfully complete assigned work. courses: All 1st-5th grade students are part of a technology core special each week to learn keyboarding skills, numerous presentation options, research skills, and various web-based learning programs. instructional support: Thinkcentral is our web-based language arts and math program and students may access current assigned reading selections, have a story read aloud to them, access vocabulary support, view math videos demonstrating lesson objectives, receive remediation support, view homework pages, and access acceleration support from any electronic device with internet. To further support		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	student learning goals, teachers assign leveled reading assignments for students to complete at their own pace via our Achieve 3000 program. Students use Achieve 3000 at a minimum of once per week in the classroom. Many students present project/problem-based inquiries using approved web-based programs. All teachers use SMART boards to reinforce concepts taught and students may also use the SMART board to further their own understanding of the learning goal. This is accomplished through use of SMART board tools to enhance their learning opportunities. Middle School: 6-8th provides various opportunities for all students to use technology in the classroom on a daily basis. Once a week ELA classes, Social studies classes and Science classes have all		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students use Achieve 3000, an online informational reading program that requires students read informational articles and assess in comprehension. All ELA classes also use Studysync which is an online curriculum that requires our students to access their text online and complete online writing tasks or prompts for each read. The students also have online tools available when trading excerpt that allow students to annotate paragraphs, highlight sentences or vocabulary words, and also refer back to the text at moments notice. Our 6th and 7th graders are also learning how to code which allows the students to learn how to create web pages, games, etc… All Science classes have a new curriculum this year that incorporates phenomenon based online units. The students can access their assessments and tasks online which allows		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	the students to watch videos, access simulations, take notes, or answer writing tasks. 6-8th graders are assigned online math homework daily, complete quizzes and tests online, and have access to teacher created video presentations of key concepts. High School: Students have access to Chromebooks in the classroom on a 1-to-1 ratio. Students complete assignments through the Google Suite, including Sheets, Slides, and Docs. Teachers distribute resources and assignments through Google Classroom. High school classes have all students use Achieve 3000 two to four times per month per class. Achieve 3000 helps students grow in their lexile level while reading informational articles and answering questions that assess their comprehension. Students complete writing		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	assignments and submit them through TurnItIn.com, which checks submitted documents against its database and the content of other websites with the aim of identifying plagiarism. Many classes at the high school level have students complete homework online on a regular basis. B) Elementary School: All 3-5 faculty complete SBAC analysis and set goals for student growth with students and parents. MAP analysis is completed by all 1st-5th grade faculty and intervention/acceleration groups are formed according to analysis results. Throughout each unit of study, online assessments/benchmarks are assigned by teacher and completed by student to aid teacher in planning and differentiating instruction. Middle School: 6th -8th grade		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	faculty complete SBAC and MAP(benchmark) analysis and also have students set personal goals along with their parents. The SBAC and MAP scores are also indicators for early enrichment and used to recommend students for Honors classes. High School: Only 11th graders take the SBAC. HS faculty analyze SBAC results. MAP testing is done in English and Math. Other subjects give benchmarks at least three times a year.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue to provide opportunities for students to utilize 21st Century skills. B) All TK– College teachers continue using grade level	A) Elementary School: TK, K, and 1st grade students have access to ipads and online support programs such as SmartyAnts and Achieve 3000 for acceleration. 1st-5th grade	Nominal cost associated with this action.	Nominal cost associated with this action.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
appropriate project grading rubrics. C) Continue the use of Digital Portfolios and Google Classroom for students to prepare and present inquiry projects.	students have chromebooks and a technology elective where they access online support programs, participate in Google classroom, and learn to create electronic presentations. Students have access to online textbooks and support materials through Think Central which they may access from school or home. All classrooms have Smart Boards and students are able to interact with material presented using the many functions of the Smart Board. Middle School: Students have access to online textbooks and support materials through Think Central which they may access from school or home. All classrooms have Smart Boards and students are able to interact with material presented using the many functions of the Smart Board. High School: Students have		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	access to Chromebooks. Teachers utilize Google Classroom to provide additional resources in an electronic format or links to outside resources. Instructions and/or assignments can be given through Google Classroom to be completed online. Students have access to online textbooks and activities provided by the publishers. Achieve 300 offers differentiated informational texts to help students grow in their lexile levels. Select teachers use additional websites such as Quia, Kahoot, and Quizlet to help students gain a better understanding of the material. B) Elementary School: at this time, rubrics are printed out and attached to assignments or writing benchmarks. Rubrics are available online through "Thinkcentral" and/or utilized from online publishers.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Middle School: For every inquiry project or assignment that is assigned, our students are given a rubric that specifies the expectations and grade value. Rubrics are also given for any writing prompt that is assigned. The rubric is handed to them at the time the project or prompt is given , then the rubric is graded and handed back to them after graded. High School: Students are given rubrics at the beginning of an assignment or project to inform them of the required components along with how it will be graded. C) Middle School: all students 6th -8th grade create and update their personal e-portfolio every Triad. Per Triad each student will upload a sample of a project along with a Habits of Mind Reflection sheet for every subject. Students also are able		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to update per Triad their GPA, attendance, awards given and add in any extracurricular clubs or sports they may have joined. High School: all students in 9th - 12th grade create and update their e-portfolio every Triad, using a template on Google Sites. Students complete a Habits of Mind Reflection for each class that they are enrolled in at the end of each Triad. Students can personalize the e-portfolio and upload pictures/samples of their work to it. They can also import a calendar, track their GPA, and update any information that wants to add to their site.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue to develop a 21st century learner in grades TK – College. Upgrade infrastructure	A) School-wide: Network infrastructure has been upgraded to support approx	$110,000 Source: LCFF Base 4310 Technology Supplies	$124,030.00 Source: LCFF Base 4310 Technology Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
as necessary and upgrade and repair wiring, cable, network, etc. Maintain class set of Chromebooks, headphones, and mice. Provide computer training for each student including how to use the internet, Microsoft word, Google, and CAASPP practice tests. B)Provide keyboarding and typing training for all students. Maintain training for teachers on how to properly instruct keyboarding. Maintain training for teachers and students on the correct usage and storage of all Chromebooks. C) Continue to provide SMARTboard training to all staff. D) Implement Computer Science and Digital Art courses in High School. Provide resources need for new courses.	1600 chromebook devices across the campus. Between every two classrooms there are three access points installed to handle the network traffic. Each chromebook is equipped with GoGuardian software to monitor the student internet usage. IT has also upgraded the firewall to support additional devices and bandwidth throughput. B) Elementary School: All 2nd-5th grade students who participate in technology electives are provided instruction in keyboarding skills. Students are instructed on correct usage of web searches, presentations, and the basics of how to use computers. Middle /High School: Middle School uses computer/chromebooks to perform day to day classroom activities like google classroom, achieve3000		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	and various other online curriculum. The students also uses chromebook devices to do benchmark, maps and state testing. C) All classrooms are equipped with a SMARTboard. Each board allows 4 students to touch it simultaneously which allows for partner work. Key lessons are being recorded using the SMARTboard for student reference. Training was provided in January for greater understanding and implementation. Elementary School: Elementary classrooms are self-contained and all subject areas use technology. Middle / High School: All classes use technology. If the students are not using their Chromebooks then they are using the classroom SMARTboard. D) Computer Science and		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Digital Art courses offered.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue the use of digital programs and monitor success. Continue Achieve 3000 for grades 2-12, Smarty Ants-K-1, Revision Assistant for grades 6 -12, Raz-Kids for grades TK-5, Think Central for grades TK-5, My HMH for grades 6-8 and Odysseyware for grades 9-12. Provide additional teacher training for Think-Central for grades TK-5 and MyHRW for grades 6-12 B) Purchase additional equipment as needed for Digital Media, and Yearbook such as additional cameras, teleprompter, SD cards, and corresponding equipment for cameras.	A) Elementary School: Thinkcentral, SmartyAnts, Achieve 3000, Spelling City, Khan Academy Middle School: Achieve 3000, Amplify, Descubre, Go Math, Revision assistant, turnitin, spellingcity, Studysync, flocabulary, Khan Academy. Students learn Coding on a weekly or twice weekly schedule. High School: Achieve 3000, Amplify, Descubre, Revision assistant, turnitin, Khan Academy, JSTOR B) Elementary School: iPads, Chromebooks, SMARTboards, Kindle Fire	$42,000 Source: LCFF Base 4100-4300 Books and Supplies	$58,695.00 Source: LCFF Base 4100-4300 Books and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Middle School: Chromebooks, SMARTboards High School: Chromebooks, SMARTboards, iMacs, Adobe Photoshop, Digital Cameras, Flight Simulators.		

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students at SJVA have adequate access to technology in order to achieve a more positive outcome on state and local indicators, academic success in the classroom and help develop 21st century learners. TK-1st grade students use ipads in small groups to access web-based support programs. 2nd-12th grade students have access to chromebooks on a 1:1 ratio of chromebooks to students.

Portfolios: All 6th-12th grade students created electronic Individual Learning Portfolios (ILP) to monitor progress.

100% of all staff and students are trained on digital citizenship and critical thinking skills to identify accurate and relevant resources. Teachers attend professional development/training to support technology programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions/services were effective for the achievement of our goal to provide our students with adequate access to technology. We continue to provide students with opportunities to participate in online assessments, both local and state, on a regular basis to ensure students are comfortable with the assessment process. Teachers report that Achieve 3000 has helped to significantly improve reading scores in elementary, middle school, and high school. The online components of adopted curriculum are beneficial to students for homework as well as curriculum assessments in the classroom. 100% of all students that will access high quality digital resources.

All 6-12th grade students created Individual Learning Portfolios (ILP) to monitor progress. The electronic student portfolios are successful in tracking student progress, developing and monitoring goal setting, and showcasing student work samples and projects in one place for easy access at home or at school.

100% of all staff and students are trained on digital citizenship and critical thinking skills to identify accurate and relevant resources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Technology expenses were higher than budgeted for as well as books and supplies for the above mentioned goals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 has merged into our new goal 2 that focuses on academic achievement. Merging five goals into three will help addressing each goal with greater focus. While the goal has been reorganized no substantial changes were made to the concept of the goal, expected outcomes, metrics, or actions and services.

Goal 3

Students will have access to our A-G college prep courses as well as a variety of exploratory elective courses to include career courses, in addition to IB Diploma classes, AP classes, and Early College Program (dual enrollment) in order to increase college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

| IB Diploma Programme: Increase participation to 20 Students enrolled | IB Diploma Programme: 20 student enrolled - 12 seniors and 8 juniors. |

| AP classes: Increase participation to 50 students enrolled. | 34 student are enrolled in AP classes. |

| Early College Program (duel enrollment) in order to increase college and career readiness Increase participation to 35 students enrolled | 29 students are enrolled in Dual Enrollment for Fall and/or Spring semester. |

Expected	Actual
Increase to 100% of students completing A-G requirements	100% of graduating students completed the A-G requirements.
Increase college readiness rate in ELA to 75%	California School Dashboard - College/Career Indicator: 69.2% Prepared, 30.8% Approaching Prepared, 0 % Not Prepared
Increase college readiness rate in Math to 45%	California School Dashboard - College/Career Indicator: 69.2% Prepared, 30.8% Approaching Prepared, 0 % Not Prepared

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue to develop a partnership with Mt. San Jacinto College to provide additional exploratory elective college and career courses. B) Research additional facilities for inquiry based projects to increase college and career	A) High School: Intro to Aviation and Aviation 1 - Ground. Aviation 2 - Flight was A-G approved in February. SJVA has a CTE Career Pathway: Introduction to Aviation (Introduction), Aviation 1 - Ground (Concentrator), Aviation 2 - Flight (Capstone).	$45,000 Source: LCFF Base 4100-4300 Books and Supplies	$40,353.00 Source: LCFF Base 4100-4300 Books and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
readiness through club activities. C) Expand MSJC program for industrial arts and college/career courses for 11th-12th grade students. Create college to career readiness activities. All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's Early College Program (dual enrollment).	B) Elementary School: Elementary students are offered the following college and career readiness electives during the instructional day: Service Club, Home Economics, Theater Set Design, Art Around the World, Journalism, Sign Language, Musical Theater, STEM, Film History, Band, Guitar, Success Academy (writing and math), and Ambassador Leadership. Middle School: College Club and college information sessions during advisory. PSAT exam administered in the fall. Interact Club, Video Media Club, Aviation Club, after school music , National Junior Honor Society High School: College Club, PSAT/NMSQT, SAT administered in the fall, SAT Preparatory sessions every Saturday, National Honor Society, College Club, and Service Club (Organization that		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	pairs High school students with elementary teachers for after school activities, students receive community service hours) C) B) High School: Dual Enrollment courses Math 105, Math 110, Psych 101, MSJC Criminal Procedures (AJ111), English 101, English 103, Sociology 101, Music 115, Child Development, Intro to Criminal Justice, Intro to Biology, Art 101, Abnormal Psychology, History 100		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Students will receive ongoing guidance regarding graduation requirements and college and career readiness specific to the unique educational needs of each student population.	A) Middle School: All students are enrolled in courses that will prepare them to successfully continue with the courses required for High School Graduation. In 8th grade students have the opportunity to	$140,000 Source: LCFF Base 1100-1900 Certificated Salaries	$183,033.00 Source: LCFF Base 1100-1900 Certificated Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B) Counselors, English teachers, and math teachers will review and utilize the EAP results to determine preparation for college. C) Provide additional individualized guidance for college and career pathways for students	take Spanish 1 and Integrated Math 1. These courses, if successfully completed, are included in the student's transcript and count towards his/her graduation credits. High School: In order to achieve the 100% graduation rate counselors, streamline support for each student by addressing their academic progress in an individual and/or group setting. It is vital for SJVA counselors to empower students, by guiding them through their academic journey. One of the key elements in the guidance process is helping students develop a successful outlook about their future upon graduating from high school and eventually enrolling in an institute of higher learning or a vocational course of study. All students are provided with the Board Adopted High School graduation course requirements. This information is also available		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to everyone in the Counseling webpage. Workshops are offered to both parents and students to indicate course requirements for graduation. Each year San Jacinto Valley Academy has maintained a 100% rate. In January and February of 2019 counselors held in class presentations with all 9th to 11th grade students to discuss PSAT/PSAT NMSQT/SAT results from Oct 2018. Furthermore, each student was provided with a copy of their academic transcripts. All items in the transcripts were discussed including differences between academic gpa, total gpa, weighted vs non-weighted. Clarification was made in terms of credits required to graduate and A-G courses required for College Admission. SJVA course pathways were provided to allow students to strategically analyze their options and begin to think		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	about courses they will be taking next year. B) Middle School: The Aviation Club is open to all grade levels as a introduction to a viable career pathway. High School: All of our courses with the exception of TA/Cross Age and PE are A-G approved. Every academic course prepares students for College and career readiness. Students are guided into choosing courses that best suit their skills and enrichment needs. This is the second year we offer Aviation courses. Next school year Aviation pathway will be fully available with introduction, concentrator, and capstone course. C) High School: Currently the Early Assessment Program Results are used as guidance in the prospective courses for		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students. Students are urged to look at their results as an indicator of success and/or areas they need to focus on. Students are provided with Saturday support if they want to sharpen their skills. Students can also use online resources like Khan Academy to further augment their learning.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Provide course access and credit recovery options through online learning programs. Continue use of Odysseyware, and other applicable programs.	A) High School: Counselors work closely with Odysseyware coordinator to ensure all students are successfully enrolled in deficient credit courses. President's week off will be a designated time for students to work on Odyssey courses at SJVA.	$28,000 Source: LCFF Base 4100-4300 Books and Supplies	$40,103.00 Source: LCFF Base 4100-4300 Books and Supplies

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) SJVA will develop master schedules to maximize opportunities for students to take a broad course of study and reduce conflicts which might force a student to choose between classes. Provide students access to new courses through rotational schedules. Provide flexibility through digital learning. Continue to build access to accelerated/challenge programs. All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's IB Diploma program and AP courses. B) Continue to increase access to IB and AP courses. Provide resources and staffing for IB and AP courses. C) Provide professional development and IB trainings for all IB teachers. Provide	A) Middle School: 7th Grade elective includes Robotics/Coding and Archery. High School: Human Anatomy, Introduction to Aviation, Aviation 1, Introduction to Philosophy, Cultural Studies, Yearbook, and Jazz Ensemble B) High School: AB Courses, AP Calculus, AP Statistics, AP World History, IB Courses, IB Math Studies, IB Spanish, IB Theatre HL1 & HL2 , IB History HL1 & HL2, IB English HL1 & HL2, IB Biology SL1 & SL2 C) Elementary IB Primary Years Program Workshop - Atlanta, Georgia 6/19-6/21/18 IB Primary Years Program Workshop- Portland, Oregon 11/11/18-11/13/18 IB Primary Years Program Workshop- Memphis, TN	I. $ 5,000 II. $12,000 Source: LCFF Base I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures	I. 4100-4300 Books and Supplies $5,950.00 II. 5210-5220 Services and Other Operating Expenditures $59,610.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
professional development and AP trainings for all AP teachers.	11/16/18-11/18/18 IB Primary Years Program Conference -Lake Tahoe, Ca 6/27-7/12/18 IB PYP Professional Workshop - Austin, Texas 7/19-7/21/18 IB Primary Years Program Workshop- Minneapolis, MN 4/28/18-4/30/18 IB Primary Years Program Workshop- San Jacinto, CA 1/5/19-1/6/19 High School AP World History - 7/19-7/21 AP By the Sea/Temecula, Ca IB Diploma Programme Category 3 - 6/26-6/28 Canada		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All SJVA High School students were provided with access to and support and guidance for complying with AG college prep courses. A variety of exploratory elective courses to include career courses, in addition to IB Diploma classes, AP classes, and Early College Program (dual enrollment) were available for students. The High School counselors/support staff provide lunch period and after-school workshops to support students with the college application process, organizational skills, college and career readiness, high school pathways, access to financial aid support, life skills, IB and AP support, and test-taking strategies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions and services SJVA implemented to provide all High School students with access to the necessary courses to ensure they are college/career ready were effective as seen in the increased student enrollment. Students were able to take IB and AP courses concurrently.
Scheduled workshops provided for parents and students by our counseling department were beneficial.
IB Diploma Programme: 20 student enrolled - 12 seniors and 8 juniors.
34 student are enrolled in AP classes
29 students are enrolled in Dual Enrollment for Fall and/or Spring semester.
100% of graduating students completed the A-G requirements.
California School Dashboard - College/Career Indicator: 69.2% Prepared, 30.8% Approaching Prepared, 0 % Not Prepared

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

IB Conference expenses exceeded the estimated actual expenditures, also in Certificated Salaries, more counselors were hired and that also exceeded the estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 has merged into our new goal 2 that focuses on academic achievement. Merging five goals into three will help addressing each goal with greater focus. While the goal has been reorganized no substantial changes were made to the concept of the goal, expected outcomes, metrics, or actions and services.

Goal 4

SJVA will provide a positive school climate consisting of a safe engaging environment to promote optimum student attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
SARC Report: Facilities Maintain100% compliance	SARC Report: Facilities Maintained 100% compliant
Attendance Rates: Maintain 98% attendance rates.	Attendance Rate: 99.2%
Chronic Absenteeism Rates: Decrease chronic absenteeism to 2%.	Chronic Absenteeism Rate: 0.8%
Suspension and Expulsion Rates: Decrease suspension and expulsion rates to 2%.	Suspension and Expulsion Rate: 1%

Dropout Rates: Maintain 0% dropout rate.	Dropout Rate: Maintained 0% drop out rate.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue utilizing a simplified process for distributing independent study packets (i.e.: fax, email, or in person) Provide online access to independent study forms. Continue implementation of online instructional support. Improve structure of Independent Study packets. i.e.: aligned with lesson planning. Monitor independent study contracts; continue notifying all K-12 students / parents regarding independent study contracts when absent via phone call, email, and remind notice.	Elementary School: All elementary teachers provide work for their student when a contract is signed. The students return their work to the teacher on the first day back from their absence. The classroom teacher immediately reviews the work submitted, signs each page of the packet, fills out the IS form provided and turns the work in the same day it is received. Each day teachers check with the office to sign contracts for that day. Middle School: When a student	$60,000 Source: LCFF Base 2400 Clerical and Office Salaries	$54,000.00 Source: LCFF Base 2400 Clerical and Office Salaries

is absent, they complete an Independent Study Contract in the office and pick up an independent study packet consisting of classwork for all of their classes. They complete their Independent Study work packet during their absence and turn their work in to their 1st period teacher when they return to school. Middle School teachers ensure the work is completed and turn the work in to the office. All middle school teachers are responsible for stopping by the office each day to sign any Independent Study Contracts that have been submitted as well as grade any Independent Study work packets that have been completed.

High School: When a student is absent, they pick up an independent study packet from the office. They complete their work while they are gone and turn in their work when they

return to school. Our HS Dean makes sure that work is complete and submits the packets to the front office for processing. Once packets are turned in, teachers grade student work.

All School: Forms are available in the office or on the school website. Students are able to pick them up in person, or print them out at home from the website. Students can email (attachment as a PDF), fax, or return the completed forms to the school and receive the work for the number of days listed on the contract.

Elementary School: Each teacher monitors the IS for their class as they are self-contained classrooms so each teacher monitors those on his/her roster.

Middle School: Middle School Deans work with the attendance

clerk and IT to create a list from Aeries data daily to inform all middle school teachers of who has been out with and without Independent Study. Parent phone calls are made and attendance contracts are generated for students who are not completing Independent Study.

High School: A HS Dean works with the attendance clerk and runs a report on Aeries to create a daily list of students who were on Independent Studies for the previous school day. HS Dean keeps a spreadsheet tracking students daily to ensure that all students turn in their completed Independent Studies work.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue with progressive discipline model to include	A) Elementary School: Elementary staff follow a	$5,000 Source: LCFF Base	$2,075.00 Source: LCFF Base

scheduled mentoring for identified students.

B) Thursday school with mentors, coaches, leaders to students.
After school detentions and Lunch detentions
Provide opportunities during Thursday school for meetings with mentors, coaches, and student leaders.
Deans and LCC's will continue to improve and implement the progressive discipline plan for all grades.

progressive discipline model. Low severity: verbal warning, loss of privileges, lunch detention, and/or parent contact. Repeated behaviors or more severe behavior issues: parent conference and after school detention. The after school detention may progress to a Thursday school if the behavior continues or escalates. Persistent: If a behavior is persistent, an inhouse-suspension may be used. The student reports to school and is provided work, but the child attends school in another classroom designated by administrators. Inhouse suspensions may be for a single day or additional days as agreed upon in the conference with staff and parents. Severe: Formal off-campus suspension.

School counselors may be brought in to meet with students at any point in the progressive

2100-2900 Non-Certificated Salaries

2100-2900 Non-Certificated Salaries

discipline process. The classroom teachers, grade-level-leads, Deans, and Vice President may attend any or all meetings with student and parent/guardian. If, at any time, a student's behavior becomes a safety concern for self or others, he/she may be restricted from attending off-campus field trips or parent/guardian may be required to attend with the student if the parent/guardian is an approved volunteer.

Middle School: Level 1 - Verbal warning and discussion with student. Level 2 - Detention #1 • 1 Hour After School Detention • Call Home If Behavior Persists Assign Detention #2 • 1 Hour After School Detention • Call Home Level 3 - Detention #3 • Strategy conference with a behavior plan to support positive behavior with student, parent, and teacher(s). Level 4 - Detention #4 an automatic 2-

hour Thursday School • Second strategy conference to review/revise behavior plan if necessary. • Establish a behavior contract with the Dean of Discipline and Dean of Middle School. Level 5 - Detention #5 or more will result in Saturday School, In School Suspension, etc. • Third strategy conference with the Dean of Middle School, and teacher(s). • Possible consequences consist of in school suspension, out of school suspension, etc.

High School: Level 1 - Verbal warning and discussion with student. Level 2 - Detention #1 • 1 Hour After School Detention • Call Home If Behavior Persists Assign Detention #2 • 1 Hour After School Detention • Call Home Level 3 - Detention #3 • Strategy conference with a behavior plan to support positive behavior with student, parent, and teacher(s). Level 4 -

Detention #4 an automatic 2-hour Thursday School • Second strategy conference to review/revise behavior plan if necessary. • Establish a behavior contract with the Dean of Discipline and Dean of Middle School. Level 5 - Detention #5 or more will result in Saturday School, In School Suspension, etc. • Third strategy conference with the Dean of Middle School, and teacher(s). • Possible consequences consist of in school suspension, out of school suspension, etc.

B) Elementary: Thursday school is used for students assigned to the after school program for behavioral issues. Thursday school is a place where students reflect on the choices they have made and are provided the opportunity to document how they will improve. Students are able to complete homework with staff to assist. Staff coaches

students in making better choices so they do not have to attend Thursday school.

Middle School: Thursday school is used for students assigned to the after school program for behavioral issues. Thursday school is a place where students reflect on the choices they have made and are provided the opportunity to document how they will improve. Students are able to complete homework with staff to assist. Staff coaches students in making better choices so they do not have to attend Thursday school.

High School: Thursday school is used for students assigned to the after school program for behavioral issues. Thursday school is a place where students reflect on the choices they have made and are provided the opportunity to document how they will improve. Students are

able to complete homework with staff to assist. Staff coaches students in making better choices so they do not have to attend Thursday school.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

A) Increase incentives and rewards for all TK - college individuals, classes and school wide who meet the Average Daily Attendance (ADA) goals.
Provide awards, certificates, medals, and trophies for students with perfect attendance monthly and annually.
Provide rewards for classes in grades TK-5 who meet 100% attendance and those on grades 6-12 with the highest ADA percentage monthly. (ex: pizza party, ice cream social, etc.)
Considering transitioning to trimester attendance BBQ for students who meet the schoolwide ADA goal of 98%.
Schedule evening event twice per year to honor students and their families when they earn perfect attendance for one or more years at SJVA.

A) Elementary School: Students are recognized for perfect attendance at our trimester assemblies and each class is honored with a pizza party (or party of their choice) for each month they earn 100%. Each teacher has established classroom incentives for their own class and these vary by grade level.

Middle School: Classes are awarded a pizza party for 100% attendance each month. Teachers also encourage 100% class attendance and reward classes with various prizes

All School: Twice a year students with one or more perfect attendance year are recognized at a perfect attendance ceremony.

$30,000
Source: LCFF Base
4100-4300 Books and Supplies

$32,546.00
Source: LCFF Base
4100-4300 Books and Supplies

Action 4

Planned Actions/Services

A) Provide TK - College students with a safe/positive, and productive teaching and learning climate and environments to optimize learning gains. Continue with expansion of bullying prevention programs and services throughout all grades.

C) Continue with the expansion of website and school app; continue use of effective Communication systems, i.e.: cell phone alerts and group cell phone messaging (Remind App) to serve all TK - College families.

D) Continue to Increase and update facilities as necessary. Provide weekly and monthly maintenance as needed.

E) Continue to utilize professional cleaning company for daily cleaning of classrooms and offices.

Actual Actions/Services

A) ELE/MS/HS: Counselors provide active monitoring of students during their lunches and snacks. They also host, small groups counseling sessions to promote positive learning environment. Also, parent workshops are held to further support safe and learning environment. Teachers provide support to students who need additional support behaviorally, academically, and socially through the Student Study Team (SST) process. The parents and students (if determined to be appropriate) attend a meeting with their classroom teacher and other grade-level team members to determine how best to support a student to encourage academic success while feeling safe and secure.Other team members for the SST may include the following: playground supervisor, counselor, health tech, Learning Community

Budgeted Expenditures

I. $4,000
II. $1,500
III. $100,000
IV. $220,000
Source: LCFF Base

I. 4100-4300 Books and Supplies
II. 5800 Services and Other Operating Expenditures
III. 5641 Services and Other Operating Expenditures
IV. 2100-2900 Non-Certificated Salaries

Estimated Actual Expenditures

I. 4100-4300 Books and Supplies $7,210.00
II. 5800 Services and Other Operating Expenditures $2,113.00
III. 5641 Services and Other Operating Expenditures $118,672.05
IV. 2100-2900 Non-Certificated Salaries $363,357.00

Coordinator, grade-level-lead, attendance clerk, Deans, and/or Vice President. ELE/MS/HS Use of flyers in class and around campus to promote positive behavior and ways to report bullying. Implementation of online bullying reports. Counselors, teachers, and/or Deans assist students who have concerns with bullying or to assist teachers with creating a positive learning environment for all students..

C) ELE: Elementary teachers use either Class Dojo or Remind to relay important information to parents/guardians. Teachers provide up-to-date information for their grade levels to be posted online and the International Baccalaureate Primary Years Programme has an informational section on the website. All elementary classes/staff have access to Thinkcentral for online

curriculum, textbooks, and assessments in core subject areas. Teachers use Achieve 3000 in grades 3-5 and SMarty Ants in grades K-2 to support reading literacy. Raz kids is used for additional reading support. MS: Teachers use the Remind app to communicate with students and parents. Middle school has a remind account for all of SJVA middle school, for 8th grade, 7th grade, and 6th grade to streamline the amount of announcements that parents and students receive. All Middle School curriculum is available and used online and in class to complete assignments and homework. Google classroom is used in all subject areas. Achieve 3000 is used in all subject areas regularly to promote lexile level growth. Sign-up Genius has been implemented in the middle school to aid in the scheduling of student led conferences. HS: HS

teaches as well as HS collectively, use the Remind app to effectively communicate with students and parents. Additionally, HS teachers utilize Google Classroom to communicate class activities. Achieve 3000 is implemented across content areas to help support lexile growth. English, History, and Aviation all use interactive online curriculum. Biology and Chemistry use the website, www.Quia.com, for students to complete online homework.

D) All School: During school breaks maintenance staff will do a thorough inspection of our facilities - includes inspecting the inside and outside of each classroom for safe use for student and faculty use. Inspect the doors that they all lock properly and close properly, check lighting, roof tiles for broken or damaged tiles. Hvac

systems are cleaned and replacing the filters every 3 months or sooner as needed. Inspect water systems that they are working properly to insure our students have access to healthy drinking water to insure proper hydration. Irrigation systems are also checked and maintained on a regular basis with maximum water efficiency in mind.

All School: Staff does a daily inspection of the facilities before school starts. Any safety issues or important issues are reported to the head of maintenance and then repairs are made. During the day the team performs daily duties to keep the campus clean and organized. Staff is on call to answer calls for assistance and or spills, clean ups, water leaks, supply needs etc. The team has radios to respond in a timely matter. Most importantly our staff is well trained. This includes

using the proper safety equipment when performing duties, as well as maintaining a safe environment for students when work is being performed.

E) All School: supervision implements procedures and rules to maintain a safe environment for students during their snack, lunch, and recess times. Supervision staff are trained in all procedures and rules and know to always maintain a positive environment for all students. Supervision staff monitor all areas with student activity and always ensure their safety. All supervision staff is trained in emergency procedures and scenarios. Monthly drills are practiced to ensure all staff is fully understanding of all procedures.

Action 5

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

A) Develop Health and Wellness program with staffing resources to educate and increase awareness of healthy and balanced living for all TK- 12 students.

B) Build competition through intramural activities and games during lunches in grades 5-12.

C) Continue implementation of required Trimester health class for grades 6-12. Research and complete implementation of Healthy curriculum and resources.

A) Elementary School: The Health and Wellness department provides consultation for SJVA staff in developing and updating the first aid program. First Aid app by the American Red Cross was presented to the staff. This app provides first aid information which is easily accessible from a phone or electronic device. First aid kits were added to all the wolf mobiles (school vans), classrooms, and at the kinder site. A laminated First Aid quick reference card was added to the health office.

B) Elementary School: Each day at lunch SJVA staff are assigned to running intramural sports. Sports are ran for 6 weeks at a time and include; sign up period, skill development, practice games and tournament play. After the six week period a new sport is introduced and a similar timeline of events follows.

$10,000
Source: LCFF Base
4100-4300 Books and Supplies

$12,979.00
Source: LCFF Base
4100-4300 Books and Supplies

Middle School: Monthly, students are encouraged and introduced with various sports. These sports are played during lunchtime and teams are created per Houses. The students play against each of the houses and continue to finish the month off until playoffs. The winning House gets to hold onto a Trophy for the month and earn their house points.

High School: High school students have the opportunity to participate in Archery during lunch with Mr. Navarro a NASP certified instructor. Students also have the ability to participate in other sports during lunch such as; soccer, basketball and volleyball.

C) Elementary School: Elementary uses online curriculum to provide health education, as well as, the Dairy Council curriculum provided to

all grade levels. Healthy choices lessons are built in to our PYP units of study and assessed within specified units. Elementary teachers also use the Red Ribbon Week to educate students on healthy eating, exercise, and limiting technology to promote positive sleep habits. The core ELA curriculum incorporates science and health components in the weekly/unit lessons.

Middle School: Utilizes weekly lessons out of the Healthsmart ETR Curriculum. Two units per grade level (6 units total)

6th Grade: Mental & Emotional Health, Violence & Injury Prevention
7th Grade: Nutrition & Physical Activity, Abstinence Puberty & Personal Health
8th Grade: Alcohol Tobacco and other Drug Prevention, HIV/STD & Pregnancy Prevention

HealthSmart is ETR's comprehensive K–12 health education program. It gives children and youth the knowledge and skills to make healthy choices and establish life-long healthy behaviors.

HealthSmart is grounded in sound educational and behavioral theory. It focuses on the primary areas of risk for children and adolescents identified and monitored by the Centers for Disease Control and Prevention (CDC).

HealthSmart meets the National Health Education Standards, and reflects the characteristics of effective health education curricula defined by the CDC. It also incorporates key knowledge and skill expectations detailed in the CDC's Health Education Curriculum Analysis Tool (HECAT) for each grade level.

HealthSmart:
Is built on research and best practice. This evidence-informed program incorporates the Characteristics of Effective Health Education Curricula from the CDC.

Meets National Standards. HealthSmart gives students the functional knowledge and essential skills required to achieve health literacy defined in the National Health Educations Standards. It's also been aligned to the National Sexuality Education Standards, as well as many State Standards.

Complies with HECAT. Lesson objectives and assessments are based on the knowledge and skill expectations in the CDC's Health Education Curriculum Analysis Tool.

Supports Common Core State Standards. All lesson activities have been aligned to CCSS performance indicators for English Language Arts.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Utilize counseling staff to support all TK – 12 students' needs. Provide school wide assemblies to address emotional and mental health issues. B) Post community resources on website, online, and site bulletin boards. Increase number of bulletin boards.	A) Elementary School: Counselors meet with Deans twice per week to discuss specific needs for identified students. Discussion also focuses on best practices or programs to implement to further support all students. Peer Mentor programs have been evaluated and are currently in the process of being adopted. Counselors also work with students during recess and lunch by circulating the playground and/or lunch tables to speak with students. Counselors also meet with students when a student is in need of emotional support, attend SSTs when needed, and communicate with parents to provide community resources if needed/desired.	I. $6,000 II. $1,000 III. $65,000 Source: LCFF Base I. 4100-4300 Books and Supplies II. 5800 Services and Other Operating Expenditures III. 1100-1900 Certificated Salaries	I. 4100-4300 Books and Supplies $7,209.00 II. 5800 Services and Other Operating Expenditures $500.00 III. 1100-1900 Certificated Salaries $60,175.00

Middle School: Counselors meet with Deans twice a week to discuss specific needs for specific students. Also, discussion centers on best practices or programs to implement to further support all students. Peer Mentor programs have been evaluated and are currently in the process of being adopted.

High School: Counselors meet with Deans twice a week to discuss specific needs for specific students. Also, discussion centers on best practices or programs to implement to further support all students. Peer Mentor programs have been evaluated and are currently in the process of being adopted.

B) Elementary School: Elementary School: A list of community resources is made available to parents and

students. The list is available online and as a paper copy. The list includes resources from clothing, utilities, glasses, food/shelter, outside counseling resources, health services, intervention services, adult education, teen mothers, transportation services, and youth programs.

Middle School: A list of community resources is made available to parents and students. The list is available online and as a paper copy. The list includes resources from clothing, utilities, glasses, food/shelter, outside counseling resources, health services, intervention services, adult education, teen mothers, transportation services, and youth programs.

High School: A list of community resources is made available to parents and students. The list is

available online and as a paper copy. The list includes resources from clothing, utilities, glasses, food/shelter, outside counseling resources, health services, intervention services, adult education, teen mothers, transportation services, and youth programs.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Utilize the SJVA Learning Partnership Agreement (LPA) to inform, support, implement, and monitor student conduct and accountability for the learning/ teaching environment with all TK - College students and families. B)Utilize contract for students not following LPA and monitor contracts for student success. ? Implement behavior, attendance, and academic contract plans with parents,	A) Elementary School: The LPA is discussed at Back To School Night and student-led conferences. The role of the teacher, student, and parent is reinforced throughout the year and the expectations are established early on. The LPA is also included in SST meetings when necessary. Middle School: The LPA is maintained through parent conferences, inquiry nights,	$800 Source: LCFF Base 5800 Services and Other Operating Expenditures	$1,000.00 Source: LCFF Base 5800 Services and Other Operating Expenditures

students, and staff of all TK - College on as needed basis.

C) Ensure parents are knowledgeable of school goals, rules, and expectations and have them sign and acknowledge receipt of the LPA.

D) Provide service logs to families to record volunteer hours.

individual parent meetings, and the school website. Additionally, students bring bi-weekly progress reports home to communicate their grades to parents. Students are required to contribute community service hours to the school.

High School: The LPA is maintained through parent conferences as well as events such as inquiry night. Additionally, students bring bi-weekly progress reports home to communicate their grades to parents. Students are required to contribute community service hours to the school.

B) Elementary School: Attendance and Behavior contracts are utilized for students with multiple absences without independent study and/or behavioral concerns that need daily monitoring and reporting to parents. The SST process is

utilized to support

Middle School: Student progress is monitored and SSTs are conducted for students with issues in the above categories. During the meeting, an agreement is established between all parties to remedy the behavior. The team will follow-up with student progress and goals to ensure success.

High School: Student progress is monitored and SSTs are conducted for students with issues in the above categories. During the meeting, an agreement is established between all parties to remedy the behavior. The team will follow-up with student progress and goals to ensure success.

C) Elementary School: Goals, rules, and expectations are outlined in the LPA, the student handbook, and the staff

handbook. Student goals are set each conference, monitored throughout the grading period, and discussed at the next conference period. Goals are included in the student portfolios. All classrooms create Essential Agreements to support rules, procedures, and expectations of student and teacher. These agreements are signed by all students and the teacher.

Middle School: knowledge of goals, rules, and expectations are explained in the MS student handbook. Students receive this handbook at the beginning of the year in their advisory classes. Students and parents read the handbook and sign that they have full knowledge of the school's expectations. Additionally, rules and expectations are specified through teachers' syllabi, which are also distributed at the beginning of the year. Lastly,

these areas are maintained on a daily basis within the classroom and on an administrative level.

High School: Knowledge of goals, rules, and expectations are explained in the HS student handbook. Students receive this handbook at the beginning of the year in their advisory classes. Students and parents read the handbook and sign that they have full knowledge of the school's expectations. Additionally, rules and expectations are specified through teachers' syllabi, which are also distributed at the beginning of the year. Lastly, these areas are maintained on a daily basis within the classroom and on an administrative level.

D) All School: Parents are encouraged to volunteer inside the classroom, field trips, special events, Parent Teacher Organization (PTO), School

Advisory Committee, Parent
Advisory Committee

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

SJVA will provide a positive school climate consisting of a safe engaging environment to promote optimum student attendance and achievement. Independent Study (IS) will be streamlined to include online access to request IS, as well as, in person requests on campus. IS will allow students to recover attendance, minimizes loss of instructional concepts, and may recover homework and class participation which in turn minimizes the impact on learning when the student returns to class.

SJVA will honor academic growth and achievement on a regular basis, and will celebrate meeting our attendance goals with monthly award recognition ceremonies.

Students will receive honors for behavior, attendance, academic growth, and achievement with special field trips, on-campus activities, free dress days, class celebrations, and many more. Honoring our students for their positive achievements creates a positive student climate and student want to be on campus to learn.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SJVA's actions/services to achieve our attendance goal have been highly effective. In addition to providing an inviting environment to encourage attendance, SJVA's LPA has been beneficial for ensuring that students and families understand and adhere to our high expectations for attendance and behavior. Our attendance has remained at or above 98% for the school year, and student growth/achievement is increasing each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Non certificated salaries was higher due to hiring of additional noon duty supervisors and Custodial staff to keep campus and students safe.
Also, increase in certificated salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 4 has merged into our new goal 1 that focuses on school culture and climate. Merging five goals into three will help addressing each goal with greater focus. While the goal has been reorganized no substantial changes were made to the concept of the goal, expected outcomes, metrics, or actions and services.

Goal 5

SJVA will provide a variety of clubs, programs, services, and resources to promote increased student and parent engagement on campus.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**
Teachers, staff, and community leaders will serve as advisors for clubs and team - Local Indicator: Increase teacher, staff and community leader participation to 55%	Teacher, staff and community leader participation was maintained at 50%.
Parent Volunteer Participation – Local Indicator Increase parents attending conferences & setting goals with students to 70%. Increase 6th-12th grade parents signing progress reports biweekly to 75%.	Maintained percentage of parents of TK – College students attending conferences & setting goals with students increased to 85% with 100% in attendance in elementary. 6th-12th grade parents signing progress reports bi-weekly - 89%

Parent Education Nights - Local Indicator Increase parent education nights to 5 per grade level per school year.	Parent Education Nights - Averaged 4 education nights for the school year.
Student access to on campus Visual and Performing Arts program Local Indicator Maintain 100% access to on campus Visual and Performing Arts program.	Students have 100% access to SJVA's Visual and Performing Arts Program
Participation in middle and high school sports – Local Indicator Increase middle and high school students' participation in sports to 55%.	Participation in middle and high school sports - 54%
Student sense of belonging, engagement and school pride *Healthy Kids Survey 2018 Increase students sense of belonging to 80%.	Students' sense of belonging increased to 49% based on the results of the 2018 Healthy Kids Survey.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Provide resources for site events. Participation in	A) All School: Harvest Festival (November), Multicultural /	$70,000 LCFF Base	$66,012.00 LCFF Base

multicultural events per grade level.

B) Fund transportation to local events. Provide resources for site events.

Touring America Festival (May), Inquiry Nights, Operation Christmas Child, Socktober event, Parent Workshop

B) Elementary School: All elementary grade levels attend an average of 3 field trips per year. All field trips are linked to our International Baccalaureate Primary Years Programme units of study and are pre-approved by grade-level leads and Deans before submitting them to the governing board for approval. Some of our regular field trips are as follows (this is not a complete list): local supermarkets, fire department, Riley's Farm Colonial Life, Riley's Farm Life on a Farm, college campus tours, Wildlife Conservatory, the Wild Animal Park, The Living Desert, Knotts Berry Farm, Western Science Center, Children's Discovery Center, Pennypickles Workshop, Local plays and music

5800-5801 Services and Other Operating Expenditures

5800-5801 Services and Other Operating Expenditures

performances, and the Griffith Observatory.

Middle School: Each grade level has one core subject(s) level field trip along with an end of the year college tour field trip. Every student is invited to attend. The following field trips are offered in MS:
6th grade: Pathfinder Ranch 3 day-camping trip Oct. 1st-3rd 2018 and UCI College Tour
7th grade: Medieval Times connected with 7th grade world history and college visit
8th grade: Knotts Berry Farm 8th grade celebration

High School: Hemet Ryan Airport - CAL Fire Aviation Unit, Riverside Sheriff Aviation Unit, Mercy Air Helicopter Ambulance, Marine Biology - Aquarium of the Pacific; Biology - Sea World, Science Learning Center; World History - Museum of Tolerance; HS Theater goes on 4 field trips

a year to attend a live viewing of a play; IB Theater attends the ISTA conference each year in New York City.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Maintain both student and teacher led conferences. Students participate in conferences and goal setting. Parents work with teachers to help identify strengths and needs with their child. Provide translation as needed at all parent conferences.	A) Elementary School: All parents, along with their student, must meet with the teacher (s) for a conference in September and again in March. Students who are not meeting grade level expectations must meet with parent and teacher at the end of each grading period (every 6 weeks). Conferences are student-led with the teacher guiding and supporting the student throughout the meeting. The students set goals at the conferences and those goals are the responsibility of the teacher, parent, and student. Elementary School: Students	Nominal cost associated with these actions	Nominal cost associated with these actions

who are not meeting grade level expectations (they are not earning a 2+ or above in core subject areas), are exceeding expectations and must be challenged, or those with behavioral concerns, must meet with parent and teacher at the end of each grading period (every 6 weeks). Conferences are student-led with the teacher guiding and supporting the student throughout the meeting. The students set goals at the conferences and those goals are the responsibility of the teacher, parent, and student. Conferences are student-led with the teacher guiding and supporting the student throughout the meeting. The students set goals at the conferences and those goals are the responsibility of the teacher, parent, and student.

Middle School: All MS students along with their parents must

meet with the child's advisory teacher. During the conference, the teacher will meet with the family and go over the student's academic progress, weaknesses and/or achievements. The parents will also be given an opportunity to ask questions regarding the materials and information discussed by the teacher. The students will also conference with the parent without the teacher present and go over their personal e-portfolio. At the end of the conference, the student will then create 5 short-term or long-term goals that will help them continue to be successful or help them achieve success.

Middle School: These conferences are designed to target the students that have failed to meet our MS Goals which are: have a 3.0 GPA or better, 98% attendance and No

D's and F's. If a student does not meet one of these goals, they will meet with their core teachers and have a SST to help create a plan to help the student become successful. This SST will be revisited in a 6-8 weeks span. Middle school is working to consistently recognize, via personal phone call from middle school leadership, families that are fostering their students in achieving the SJVA Middle School academic, attendance, and behavior goals.

High School: After the 1st and 4th triad, all HS students that have a C or above (along with their parents) must meet with the child's advisory teacher. The students conference with the parent and go over their personal e-portfolio. At the end of the conference, the student will then create 5 short-term or long-term goals that will help them continue to be successful or

help them achieve success. These goals are uploaded or linked into the e-portfolio.

High School: At the end of every six week grading period, all students who received a C- or below in a class will have a conference with that teacher and their parents. Teachers may meet as a group with the student and parent(s) to discuss concerns. Additionally, conferences may be called for Attendance concerns (and to put students on an Attendance Contract) or to put students on an Academic Contract.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Continue parent, student, staff and community surveys to improve programs with all TK-College students and families. Utilize survey data for program improvement.

All School: School climate survey is given out twice a year (winter and spring), annual LCAP survey, Healthy Kids Survey for 5th, 7th, 9th, 11th grade.

Nominal cost associated with this action.

Nominal cost associated with this action.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A) Continue to provide timely, effective, and accurate communications to the TK - College school community, i.e. Parents, students, staff, through website, daily bulletin, monthly newsletter, Wolf Pack Report, and school event calendar.

B) Translate documents to Spanish as needed.

C) Continue to provide necessary equipment and resources to maintain Wolf Pack Report.

A) Elementary School: All teachers have either Remind or Class Dojo and all parents are signed up to receive alerts and messages. Each grade level creates a monthly newsletter which is posted on our website. In the rare instance that a parent does not have access to electronic messaging or websites, the teacher provides all communication to parent in person, on the phone, during conferences, and/or written communication is sent home with the student. Parents are

$7,000
Source: LCFF Base
5800 Services and Other Operating Expenditures

$15,530.00
Source: LCFF Base
5800 Services and Other Operating Expenditures

able to email teachers and log on to Aeries to check attendance and grades (in upper elementary). The SJVA is regularly updated on the teacher pages and on the Home page with important information and announcements.

Middle School: All grade levels in MS have a grade level remind. All teachers are owners in their grade level remind, which will allow them to post reminders for all to see. As a MS, there is also a Remind for the entire school. The deans are owners that send general messages for all students and parents. All middle school teachers post their core lesson videos on either their google classroom sites or the SJVA website for parents and students to reference as needed. Parents and students have 24 hr access to their grades/assignments via our Aeries Grade reporting system.

Monthly newsletters are posted on the SJVA website to inform parents and students of upcoming events as well as past recognition. MIddle school leadership provides a weekly informative student created video to highlight upcoming events and activities. This video is posted on the SJVA website and shown to all middle school students weekly. A schoolwide bulletin is posted on the SJVA website weekly with all pertinent information regarding sports, clubs, events, school goals and more for parents and students to access. The weekly bulletin is also read in all Middle School classes to ensure students are informed.

High School: There is one High School Remind managed by the high school deans. This Remind is utilized to give messages that apply to all high school students and their parents. This includes

casual dress days, spirit days, upcoming events, progress report announcements, dress code reminders, school functions, etc. Individual teachers have Remind groups for their classes, which can be used to provide reminders or announcements that are specific to that class. Parents are able to email teachers through the school website and log on to Aeries to check attendance and grades. A monthly newsletter is created by the high school deans and posted on the school website.

B) All School: Aeries has the option to print out report cards and progress reports in languages other than English. SSTs (Student Study Team) are also translated into languages other than English upon parent request.

C) Elementary School: Currently,

elementary staff provide information to the Wolf Pack Report teacher in charge, but are planning on adding our own "Pup Pack" segment to the Wolf Pack. This is an opportunity to showcase our elementary school's events, projects, clubs, and field trips.

Middle School: Middle school students have the opportunity to join video media club where they learn the technical skills of planning, filming, and editing our schools weekly video announcements. These announcements cover all grades K-12 and include fun, interactive segments.

High School: High School teachers and clubs provide information to be included in the Wolf Pack Report.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Provide resources to EL students and their families and hold parent trainings in Spanish to build student success. Hold 4 yearly ELAC meetings. Send correspondence to families in English and Spanish as needed. Provide translation at all parent conferences, meetings, and school functions as needed.	A) Elementary School: all adopted curriculum contains supplemental teacher editions utilized when supporting English Language Learners. The Spanish department works as a team with one teacher instructing the class in how to speak Spanish, while the other teacher works with small groups on a pull-out basis to sharpen their english skills. ELL students also receive support during the instructional day with their grade-level intervention teacher. The intervention teacher focuses on the lesson given to the whole class, but in smaller groups and with pictures, audio support, and other means of support for students. ELL students are also given other language options on SMarty Ants to provide instructions in their mother tongue while completing the lesson in English.	$800 Title III 5210-5220 Services and Other Operating Expenditures	$3,488.00 Title III 5210-5220 Services and Other Operating Expenditures

Middle School: EL coaches monitor student progress, meet with student/parents to review progress and provide resources. EL coaches work with teachers during staff meetings on developing and implementing effective EL strategies. School adopted curriculum provides instructional strategies and lessons designed for EL students. Achieve3000 provides students with individualized reading comprehension development. Teachers make key lessons available in video format to their students and parents for review.

High School: EL coaches monitor student progress, meet with student/parents to review progress and provide resources. EL coaches work with teachers during staff meetings on developing and implementing effective EL strategies. School adopted curriculum provides

instructional strategies and lessons designed for EL students. Achieve3000 provides students with individualized reading comprehension development.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Provide resources to SED students and their families and parent trainings to build student success. Resources include but not limited to, instruments, physicals and equipment for sports, dues or supplies for clubs, etc. B) Provide school supply support as needed for SED students (Notebooks, paper, pencils, etc.) C) Family Project Nights – Project supplies and help will be provided as well as a facility for families to work on class projects at school	A) Elementary School: Grade level teams provide various parent trainings throughout the year. The trainings are usually scheduled after school and two time slots are offered. The trainings are also offered in Spanish and English. Some of the topics addressed are as follows: reading with your child, Inquiry Fair project support, fun math games to play at home, and others. Counseling will begin SJVA Parent Workshop series geared to all K-12 parents. The series will offer hands on resources in	I. $35,000 II. $30,000 Source: Title I I. 4100-4300 Books and Supplies II. 5800 Services and Other Operating Expenditures	I. 4100-4300 Books and Supplies $20,875.00 II. 5800 Services and Other Operating Expenditures $60,748.00

after hours instead of at home.

diverse academic and social emotional topics. The workshops will be offered two times a week, after school. Once a month counseling staff, will offer an afternoon workshop session with more in depth social emotional topic

Middle School: Counseling will begin SJVA Parent Workshop series geared to all K-12 parents. The series will offer hands on resources in diverse academic and social emotional topics. The workshops will be offered two times a week, after school. Once a month counseling staff, will offer an afternoon workshop session with more in depth social emotional topics.

High School: Counseling will begin SJVA Parent Workshop series geared to all K-12 parents. The series will offer hands on resources in diverse

academic and social emotional topics. The workshops will be offered two times a week, after school. Once a month counseling staff, will offer an afternoon workshop session with more in depth social emotional topics.

B) All School: All elementary teachers prepare a school supply list for students at the beginning of the year. These lists are donation only, which means they are not required and there is no consequence if a student does not contribute to the supply bank. All items are for general class use and are distributed equally to all students in the class. Field trip donations are not required and students attend all field studies, whether or not they have contributed to the donations.

C) Elementary School: The Elementary Inquiry Fair (family

project night) takes place every year. This is an opportunity for students to showcase their learning experiences throughout the year. SJVA families and local community members are invited to attend and learn more about our program of inquiry by touring rooms and speaking with families, students, and staff. Throughout the year, grade level teams hold "Inquiry Fairs" at the close of each International Baccalaureate Primary Years Programme unit of study to demonstrate their learning and action taken to support their learning.

Middle School: The Middle School has two Inquiry Nights during the school year where students along with their families come to a presentation night to see each student's projects presented. The students are also presenting their projects to many different families and

peers that come to the presentation night. The first Inquiry night is dedicated for Science Fair projects and are always held at the end of the first semester. The second Inquiry Night is dedicated to Social Studies and Language Arts and is title "Wax Museum". Teachers offer opportunities for parents and their students to come to school in the evening to work on the above Inquiry Night projects with access to school supplies and printing capabilities.

High School: The High School Inquiry Fair takes place every year. A common theme is picked by the high school teachers and students can apply the theme to something that interests them. SJVA families and local community members are invited to attend and learn more about our program of inquiry by touring rooms and speaking with families, students, and staff.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Increased parent training nights. Provide site and guest speakers for parents and school community B) Build participation of parents through student performance events. C) Provide funding for fingerprints and TB testing for parent volunteers. Provide additional opportunities for field trip chaperones.	A) Elementary School: Elementary classrooms invite guest speakers as often as possible and necessary to enhance a unit of study. Some guest speakers are speaking with students via Facetime or during an assigned webinar. Middle School: Middle School has also brought in guest speakers to help in subject area classes to help demonstrate or help make connections to certain units of study. High School: Hemet Model Masters - Local Remote Control Flying Club, American Airlines Captain, Embry-Riddle Aeronautical University, California Aeronautical University, FAA - Air Traffic Control, Law Enforcement	$70,000 Source: LCFF Base 5800 Services and Other Operating Expenditures	$201,786.00 Source: LCFF Base 5800 Services and Other Operating Expenditures

Drone Pilot

B) Elementary School: Throughout the year, students participate in various performance opportunities during and outside of the instructional day. Some of these performances are: winter singing performance, spring singing performance, Theater, choir, and instruments. We also have a Math Bee and Spelling Bee where students compete in front of their peers and parents for a chance to demonstrate their mastery of each topic.

Middle School: Throughout the entire year, MS along with many different grade levels participate in various school performances. As a school, we pride ourselves in our music program and theatre programs and have our students perform in plays, concerts and or small clips to present to the entire school.

Students are given the opportunity to showcase their individual talents at our Harvest Festival and Multicultural Night. MS participates in a Math and Spelling Bee along with elementary school.

High School: HS Theater Department puts on a minimum of 3 theater productions per year, which are available to the parents as well as the community.

C) All School: Parents who are cleared by our business office are welcomed into classrooms as volunteers at the teacher's' discretion or invitation. Parents are also welcome to attend field trips with their child's class. Another opportunity for parents to participate in the events at SJVA is through our PTO at our Harvest Festival, Book Fair, dances, movie night, or fundraising opportunities. We

also welcome parents to chaperone our school dances and our Multicultural Night in spring.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continue to provide intramural school wide sports program for 5th-12th grade. Monitor enrollment of students in intramural sports. Continue to build and expand athletic program based on student interests.

B) Recognize students for participation in athletics with certificates, medals, and trophies. | a) Elementary School: SJVA elementary provides clubs to students who are interested in fitness and activity. Students may join running, crossfit, yoga, dance, cheer, or softball depending on their grade level

Middle School: Available Sports: Fall: Cheerleading, Flag Football, Girls Volleyball Winter: Middle School Baseball, Middle School Softball Spring: Girls Basketball, Boys Basketball, Co-Ed Soccer, Track & Field, Boys Volleyball

In MS all of our sports teams are traditionally the same as other | $8,500 Source: LCFF Base 4100-4300 Books and Supplies | $17,000.00 Source: LCFF Base 4100-4300 Books and Supplies |

surrounding schools, except for boys baseball. In the past two years, we saw an interest in baseball and brought this sport in and added it to our seasonal sports rotation.

High School:
Fall: Cheerleading, Varsity Football, Varsity Girls Volleyball
Winter: Varsity Boys Basketball, Varsity Girls Basketball, Varsity Boys Soccer, Varsity Girls Soccer
Spring: Varsity Baseball, Varsity Softball, Varsity Track & Field, Varsity Golf, Varsity Boys Volleyball

In the 2017-2018 school year we were able to add a Boys Volleyball team due to the high interest school wide. We look forward to continue the growth of this program with continued interest and the promotion of our middle school boys volleyball players to the high school level.

B) Elementary School: Students receive monthly recognition from the PE department at our flag ceremony. Those in fifth grade who are participating in sports at the middle school level receive athletic recognition from their coach at their end-of-the - season banquet.

Middle School: On a triad base, in MS the P.E dept awards students at our Triad Award Ceremony. The students are tested in three areas and the top three per grade level are awarded certificates. Each student also gets a picture and banner made of their achievement. Sports scores and game details are reported through our weekly Wolf Pack report.

High School: SJVA athletes are recognized in various ways throughout the season and school year. Student-athletes

have the opportunity to receive CIF league recognition based on second-team, first-team, MVP awards based on their performance throughout the year. Additionally, students are recognized from coaching staff at the end of the season during a formal banquet. Students have the opportunity to receive MVP awards, Most Improved Awards, and leadership oriented awards.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) All 1st -12th grade students have access to a variety of clubs to increase student engagement, i.e. yearbook club, computer club, drama, aviation club, vocal choir, music, Power of One, math club, and reading club. Provide space and supplies for clubs and teams at all grade levels to meet student interests. Analyze participation and survey	A) Elementary School: Most clubs are offered as an elective for grades 1-5 during the instructional day, with the exception of theater which is offered as an elective and as an after-school club. The electives change mid-year and students are able to select their club based on their own interests. students are eligible to	$15,000 LCFF Base 4100-4300 Books and Supplies	$12,852.00 LCFF Base 4100-4300 Books and Supplies

participants to adjust programs.

B) Continue to develop and implement art, drama, music, and vocal programs for TK – College students both during and after school.
Provide necessary resources and materials for performing and visual arts programs.
o Purchase sheet music, instruments, art supplies, costumes, and other necessary materials.

participate in clubs if they are at or above proficiency in core subject areas. For students in need of additional academic support, this takes place during electives as Success Academy. All students, regardless of academic performance participate in Core Specials during the instructional day and these are as follows: Spanish, PE, Art, Technology, and Music.

Middle School: Counseling department sponsors College Club, National Honor Society and National Junior Honor Society. These clubs meet during lunch once a week. Other clubs offered as after school clubs are: Aviation Club, Interact Club, Yearbook Club, Media Club, Leadership, Debate Club, Archery, Grandfathers for Golf, Robotics Club,

High School: Counseling department sponsors College

Club, National Honor Society and National Junior Honor Society. These clubs meet during lunch once a week, Aviation Club, Anime Club, B.A.S.I.C Club, Computer Science Club, Creative Writing Club, and Solo Cup all meet either during lunch/after school.

B) All School: SJVA offers free after-school music programs to grades 1-12. The after-school music program consists of classes in choir, guitar, strings, jazz band, rock band, percussion ensemble, piano, musical theater, audio engineering and digital music, music theory, and music composition. Students in the after-school music program perform, or prepare a final recorded project once a semester.

Elementary School: Elementary provides general music

education to students in K-3, and both choir and instrumental music education in elective rotations for grades 4-5. Elective rotations for music include classes in choir, strings, guitar, and musical theater.

Middle School: MS has a common core period where students are given an opportunity to join choir, band and join drama class. These students are then working on a small piece or performance at the end of their semester.

High School: HS theater creates opportunities for students to theatrically perform through allowing 3 theater performances per year. The Fall Production is produced solely by the IB Theater class. The Winter and Spring performances are available to all students; however many IB Theater and Drama 1 students are in these shows.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

SJVA will provide a variety of clubs, programs, services, and resources to promote increased student and parent engagement on campus. Parents are valued as partners in achieving student success and encouraged to attend conferences and events. All 1st-12th grade students had access to a variety of clubs that include opportunities for music and sports. SJVA has continued to develop a substantial sports program. Programs are provided to students at no charge

School Wide Events
Field Trips
Student Conferences
Achievement Conferences
Surveys
Communications
Translated Documents
Wolf Pack Report
Resources for English Language learners
Parent Trainings
Supplies Socioeconomic Disadvantaged
Family Project Nights
Guest Speakers
Student Performances
Volunteer / Chaperone Opportunities
Monitor Intramural Sports Participation
Athletic Program Based on Student Interest

Recognize Athletes
Clubs and Club Participation
Performing Arts Program

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SJVA has been extremely effective in developing and implementing a music program, sports program, and variety of clubs for our students which has served to increase student and parent engagement.

School Wide Events: Multicultural Fair, Harvest Festival, Inquiry Night, Back To School Night
Field Trips
Student Led Conferences
Surveys
Electronic Communications
Translated Documents
Wolf Pack Report
Resources for English Language learners
Parent and Student Workshops: within the instructional day, at lunch period, and after school
Supplies Provided for Socioeconomic Disadvantaged
Family Project Nights: this includes the family training/coaching for supporting project-based learning opportunities
Guest Speakers
Student Performances
Volunteer / Chaperone Opportunities
Monitor Intramural Sports Participation
Athletic Program Based on Student Interest
Recognize Athletes
Student Recognition: assemblies, field trips, after school activities
Clubs and Club Participation
Performing Arts Program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures was budgeted low for Action 8,after school music has many different programs and expenses to run the music program was higher than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 5 has merged into our new goal 1 that focuses on school culture and climate. Merging five goals into three will help addressing each goal with greater focus. While the goal has been reorganized no substantial changes were made to the concept of the goal, expected outcomes, metrics, or actions and services.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

August 13, 2018 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates.

August 23, 2018 - Presentation to the School Board at the regular meeting to present LCAP update.

September 17, 2018 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates.

September 27, 2018 - Presentation to the School Board at the regular meeting to present LCAP update.

October 15, 2018 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates.

October 25, 2018 - Presentation to the School Board at the regular meeting to present LCAP update.

November 5, 2018 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates.

November 15, 2018 - Presentation to the School Board at the regular meeting to present LCAP update.

December 3, 2018 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates..

December 13, 2018 - Presentation to the School Board at the regular meeting to present LCAP update.

January 14, 2019 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates.

January 24, 2019 - Presentation to the School Board at the regular meeting to present LCAP update.

February 11, 2019 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and

action item updates.
February 28, 2019 - Presentation to the School Board at the regular meeting to present LCAP update.
March 4, 2019 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates..
March 7, 2019 - Presentation to the School Board at the regular meeting to present LCAP update.
March 13, 2019 - Annual LCAP survey sent out to parents, teachers, and staff to provide feedback and insight on needs and interest. Survey included free responses to each goal and 1 through 5 scale responses to questions.
March 18, 2019 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates.
April 10, 2019 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates.
April 17, 2019 - Presentation to the School Board at the regular meeting to present LCAP update.
May 2, 2019 - Presentation to All Staff, Goals and Actions sent to staff to review and provide feedback.
May 10, 2019 - Teachers, grade level leads, learning community coordinators, deans, parents/guardians, administration provide LCAP goal and action item updates (Planned)
May 16, 2019 - Presentation to the School Board at the regular meeting to present LCAP update (Planned)
June 13, 2019 - Presentation to the School Board at the regular meeting to present LCAP update. (Planned)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder feedback, accompanied with analysis from teachers, school leadership, and School Board, influenced the development and implementation of the actions and services in the Local Control and Accountability Plan.

Monthly Analysis and Debrief of Actions/Services - School Leadership Team (Teachers, Staff, Parents, Grade Level Leads, Learning Community Coordinators, Deans, Administration) on a monthly basis would review, update, and analysis progress toward meeting the LCAP goals and identify any additional actions/services. The monthly

Monthly Board Report and Discussion - LCAP Goals and Actions provided to the Board for each Board Meeting for review, discuss, and provide

feedback.

Stakeholder Survey - Survey provided to all stakeholders to receive feedback and insight regarding each Goal and Action and to receive feedback on additional areas.

Goal Realignment - Previous Goals 1-5 and their actions/services were realigned into three goals to reflect a more streamlined and systematic approach to meeting and assessing San Jacinto Valley Academy's goals and state priorities.

New Goal 1 - Culture and Climate - SJVA will utilize the Learning Partnership Agreement to provide a positive school climate consisting of a safe, inviting, and engaging environment to promote optimum success for student, parents, and staff.
Incorporates Actions/Services from:
Old Goal 4 - SJVA will provide a positive school climate consisting of a safe engaging environment to
promote optimum student attendance.
Old Goal 5 - SJVA will provide a variety of clubs, programs, services, and resources to promote
increased student and parent engagement on campus.

New Goal 2 - Academic Achievement - Students will receive high quality, well-rounded, inquiry based instruction, utilizing state adopted curriculum and materials to foster high academic achievement and prepare them for success in College and/or Career choices.
Incorporates Actions/Services from:
Old Goal 1 - SJVA will provide necessary resources, materials, intervention programs, and professional
development trainings, to all TK - College teachers and students to promote a high level of student
achievement.
Old Goal 2 - SJVA will provide all TK - College students with adequate access to technology in order to
achieve a more positive outcome on state and local indicators, academic success in the classroom and
help develop 21st century learners.
Old Goal 3 - Students will have access to our A-G college prep courses as well as a variety of
exploratory elective courses to include career courses, in addition to IB Diploma classes, AP classes,
and Early College Program (dual enrollment) in order to increase college and career readiness.

New Goal 3 - Response to Intervention - SJVA will utilize the Response to intervention (RTI) model to best support the diverse needs of identified

students (remediation, grade level, acceleration) in fostering academic achievement.
Incorporates Actions/Services from Old Goal:
Old Goal 1 - SJVA will provide necessary resources, materials, intervention programs, and professional
development trainings, to all TK - College teachers and students to promote a high level of student
achievement.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 1

Culture and Climate - SJVA will utilize the Learning Partnership Agreement to provide a positive school climate consisting of a safe, inviting, and engaging environment to promote optimum success for student, parents, and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 6, 8

Local Priorities:

Identified Need:

• Digital Independent Study program / Simplify process for distributing independent study packets
• Aeries attendance and Office Manager reports
• Leadership team and grade level meetings
• Increase and update facilities to meet growing programs to align with Common Core State Standards.
• Highly qualified maintenance team / Maintenance logs and safety inspections
• Increased communication between school and home
• Increased parent engagement
• Increased student engagement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC Report - Facilities	SARC Report: Facilities 100% compliant	Maintain compliance	Maintain compliance	Maintain compliance
Attendance Rates	Attendance rates: 98.6%	Maintain 98% attendance rates	Maintain 98% attendance rates	Maintain 98% attendance rates
Attendance Rates	Attendance rates: 98.6%	Maintain 98% attendance rates	Maintain 98% attendance rates	Maintain 98% attendance rates

Chronic Absenteeism Rates	Chronic absenteeism: 3.7%	Decrease chronic absenteeism to 2%	Decrease chronic absenteeism to 1%	Decrease chronic absenteeism to 0% Maintain Blue on CA School Dashboard
Suspension and Expulsion Rates	Suspension and expulsion rates: 3%	Decrease suspension and expulsion rates to 2%	Decrease suspension and expulsion rates to 1%	Decrease suspension and expulsion rates to 0% Maintain Blue on CA School Dashboard
Dropout Rates	Dropout rates: 0%	Maintain 0% dropout rate	Maintain 0% dropout rate	Maintain 0% dropout rate
Teachers, staff, and community leaders will serve as advisors for clubs and teams. Local Indicator	50% of teachers, staff and community leaders are serving as advisors for clubs and coaching sports teams.	Increase teacher, staff and community leader participation to 55%	Increase teacher, staff and community leader participation to 60%	Increase teacher, staff and community leader participation to 65%

Parent Volunteer Participation Local Indicator	65% parents attending conferences & setting goals with students 70% 6th-12th grade parents sign progress reports bi-weekly	Increase parents attending conferences & setting goals with students to 70%Increase 6th-12th grade parents signing progress reports bi-weekly to 75%	Increase parents attending conferences & setting goals with students to 90% Increase 6th-12th grade parents signing progress reports bi-weekly to 95%	Increase parents attending conferences & setting goals with students to 95% Increase 6th-12th grade parents signing progress reports bi-weekly to 100%
Parent Education Nights Local Indicator	4 parent education nights per grade level per school year	Increase parent education nights to 5 per grade level per school year	Increase parent education nights to 6 per grade level per school year	Increase parent education nights to 7 per grade level per school year
Student access to on campus visual and performing arts program. Local Indicator	100% of students have access to on campus visual and performing arts program.	Maintain 100% access to on campus visual and performing arts program.	Maintain 100% access to on campus visual and performing arts program.	Maintain 100% access to on campus visual and performing arts program.
Participation in middle and high school sports Local Indicator	45% of middle and high school students participate in sports.	Increase middle and high school students participation in sports to 55%.	Increase middle and high school students participation in sports to 60%.	Increase middle and high school students participation in sports to 65%.

Student sense of belonging, engagement and school pride *Healthy Kids Survey 2017	70% of students feel a sense of belonging and school pride.	Increase students sense of belonging to 80%	Increase students sense of belonging to 85%	Increase students sense of belonging to 90%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Scope of Services:**   **Location(s)**

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Unchanged	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide resources for site events. Participation in multicultural events per grade level. Fund transportation to local events. Provide resources for site events.	Provide resources for site events. Participation in multicultural events per grade level. Fund transportation to local events. Provide resources for site events.	Provide resources for site events. Participation in multicultural events per grade level. Fund transportation to local events. Provide resources for site events.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$65,000	$65,000	$72,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800-5801 Services and Other Operating Expenditures	5800-5801 Services and Other Operating Expenditures	5800-5801 Services and Other Operating Expenditures

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain both student and teacher led conferences. Students become integral part of conference and goal setting. Parents help identify strengths and needs with their child. Provide translation as needed at all parent	Maintain both student and teacher led conferences. Students become integral part of conference and goal setting. Parents help identify strengths and needs with their child. Provide translation as needed at all parent	Maintain both student and teacher led conferences. Students become integral part of conference and goal setting. Parents help identify strengths and needs with their child. Provide translation as needed at all parent

| conferences. | conferences. | conferences. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal cost associated with these actions	Nominal cost associated with these actions	Nominal cost associated with these actions
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue parent, student, staff and community surveys to improve programs with all TK - College students and families. Utilize survey data for program improvement. Count survey toward family service log	Continue parent, student, staff and community surveys to improve programs with all TK - College students and families. Utilize survey data for program improvement. Count survey toward family service log	Continue parent, student, staff and community surveys to improve programs with all TK - College students and families. Utilize survey data for program improvement. Count survey toward family service log

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal cost associated with this action.	Nominal cost associated with this action.	Nominal cost associated with this action.
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to provide timely, effective, and accurate communications to the TK - College school community, i.e. Parents, students, staff, through website, daily bulletin, monthly newsletter, Wolf Pack

2018-19 Actions/Services

Continue to provide timely, effective, and accurate communications to the TK - College school community, i.e. Parents, students, staff, through website, daily bulletin, monthly newsletter, Wolf Pack

2019-20 Actions/Services

Continue to provide timely, effective, and accurate communications to the TK- College school community, i.e. Parents, students, staff, through website, daily bulletin, monthly newsletter, Wolf Pack Report, and school

Report, and school event calendar. Translate all documents to Spanish. Maintain equipment and expand Wolf Pack Report.

Report, and school event calendar. Translate documents to Spanish as needed. Continue to provide necessary equipment and resources to maintain Wolf Pack Report.

event calendar. Translate documents to Spanish as needed. Continue to provide necessary equipment and resources to maintain Wolf Pack Report.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$7,000	$16,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800 Services and Other Operating Expenditures	5800 Services and Other Operating Expenditures	5800 Services and Other Operating Expenditures

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide resources to EL students and their families and hold parent trainings in Spanish to build student success. Hold 4 yearly ELAC meetings. Send all correspondence to families in English and Spanish Provide translation at all parent conferences, meetings, and school functions as needed.	Provide resources to EL students and their families and hold parent trainings in Spanish to build student success. Hold 4 yearly ELAC meetings. Send all correspondence to families in English and Spanish Provide translation at all parent conferences, meetings, and school functions as needed.	Provide resources to EL students and their families and hold parent trainings in Spanish to build student success. Hold 4 yearly ELAC meetings. Send all correspondence to families in English and Spanish Provide translation at all parent conferences, meetings, and school functions as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$650	$800	$3,500

Source	Title III	Title III	Title III
Budget Reference	5210-5220 Services and Other Operating Expenditures	5210-5220 Services and Other Operating Expenditures	5210-5220 Services and Other Operating Expenditures

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 2

Academic Achievement - Students will receive high quality, well-rounded, inquiry based instruction, utilizing state adopted curriculum and materials to foster high academic achievement and prepare them for success in College and/or Career choices.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7

Local Priorities:

Identified Need:

• Mathematics - SBAC Results Growth
• English Language Arts - SBAC Results Growth
• Special Education Population - English Language Arts and Mathematics SBAC Results
• Suspension Rate - White and Special Education population
• ELL Reclassification

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

3rd -8th grade SBAC English Language Arts Points below level 3 proficiency (California School Dashboard)

Baseline: 2016 Status Status: 1.2 points below level 3 (Medium) Change: +13.3 points (Increased) SWD: 69.8 pts below / +6.2 pts EL: 26.6 pts below / +7.6 pts Hispanic: 11.2 pts below / +12.9 pts AA: 8.8 pts below / +20.7 pts SED: 7.6 pts below / +16.5 pts

Increase score to move towards level 3 All Student:15 points SWD: 15 points EL: 15 points Hispanic: 15 points AA: 15 points SED: 15 points

Increase score to move towards level 3/4 All Student:15 points SWD: 15 points EL: 15 points Hispanic: 15 points AA: 15 points SED: 15 points

Increase score to move towards level 3/4 All Student:15 points SWD: 15 points EL: 15 points Hispanic: 15 points AA: 15 points SED: 15 points

3rd -8th grade SBAC Mathematics Points below level 3 proficiency (California School Dashboard)	Baseline: 2016 Status Status: 28.4 points below level 3 (Low) Change: +14.4 points (Increased) SWD: 73.4 pts below / +23.1 pts AA: 44.3 pts below / -0.3 pts EL: 43.4 points below / +15.5 pts Hispanic: 35.8 pts below / +18.7 pts SED: 33.4 pts below / +16.8 pts	Increase score to move towards level 3 All Student: 15 points SWD: 15 points AA: 15 points EL: 15 points Hispanic: 15 points SED: 15 points	Increase score to move towards level 3 All Student: 15 points SWD: 15 points AA: 15 points EL: 15 points Hispanic: 15 points SED: 15 points	Increase score to move towards level 3 All Student: 15 points SWD: 15 points AA: 15 points EL: 15 points Hispanic: 15 points SED: 15 points
Local Benchmark Assessments – NWEA MAP – Local Indicator	Percentage of students Proficient or Above Reading: 40% Proficient or above Language Usage: 45% Proficient or above Math: 32% Proficient or above	Increase % of students proficient or above. Reading: Increase to 50% Language Usage: Increase to 55% Math: Increase to 50%	Increase % of students proficient or above. Reading: Increase to 60% Language Usage: Increase to 65% Math: Increase to 60%	Increase % of students proficient or above. Reading: Increase to 70% Language Usage: Increase to 75% Math: Increase to 70%

EL Progress and Reclassification Rates (California School Dashboard)	EL Progress Indicator: Very Low – 57.5% / Declined Significantly -24.1% Re-classification Rate: 12%	EL Progress Indicator: Increase 10% resulting in Low status (Yellow) Re-classification: Increase to 25%	EL Progress Indicator: Increase 10% resulting in High status (Green) Re-classification: Increase to 35%	EL Progress Indicator: Increase 10% resulting in Very High Status (Blue) Re-classification: Increase to 45%
Percentage of English Learners who made annual progress towards English Proficiency as measured by CELDT (ELPAC beginning in 2017-2018)	Baseline information = 65% of English Learners made progress towards English proficiency as measured by CELDT.	70% of English Learners will make progress towards English proficiency as measured by ELPAC.	75% of English Learners will make progress towards English proficiency as measured by ELPAC.	80% of English Learners will make progress towards English proficiency as measured by ELPAC.
SARC Report – Textbooks and Teacher Credentialing	Instructional Materials: 100% compliant Teacher Credentialing: 99% compliant	Instructional Materials: Maintain 100% compliance Teacher Credentialing: Increase 1% resulting in 100% compliance	Instructional Materials: Maintain 100% compliance Teacher Credentialing: Maintain 100% compliance	Instructional Materials: Maintain 100% compliance Teacher Credentialing: Maintain 100% compliance

6th-12th Grade GPA of 3.0 or higher – Local Indicator	2016-17 % of students achieving a 3.0 GPA or higher. All Student: 77% EL: 58% SWD: 35% SED: 75% AA: 70% Hispanic: 76%	Increase % of students achieving 3.0 GPA or higher. All Students: Increase to 80% EL: Increase to 65% SWD: Increase to 50% SED: Increase to 80% AA: Increase to 75% Hispanic: Increase to 80%	Increase % of students achieving 3.0 GPA or higher. All Students: Increase to 85% EL: Increase to 72% SWD: Increase to 60% SED: Increase to 85% AA: Increase to 80% Hispanic: Increase to 85%	Increase % of students achieving 3.0 GPA or higher. All Students: Increase to 90% EL: Increase to 80% SWD: Increase to 70% SED: Increase to 90% AA: Increase to 85% Hispanic: Increase to 90%
Participation rate in IB Diploma Program	2016-17 enrollment: 16 students enrolled in the IB Diploma Program	Increase participation to 20 Students enrolled	Increase participation to 25 students enrolled	Increase participation to 30 student enrolled
Participation rate in AP Courses	2016-17 enrollment: 41 Student enrolled in AP courses	Increase participation to 50 students enrolled	Increase participation to 55 students enrolled	Increase participation to 60 students enrolled
Participation rate in Early College Program (Duel Enrollment)	2016-17 enrollment: 30 students enrolled in the Early College Program (Duel Enrollment)	Increase participation to 35 students enrolled	Increase participation to 40 students enrolled	Increase participation to 45 students enrolled

LEA A-G Completion Rate	96% of students completed all A-G requirements	Increase to 100% of students completing A-G requirements	Maintain 100% of students completing A-G requirements	Maintain 100% of students completing A-G requirements
EAP ELA college readiness rate	Spring 2016 SBAC Results: 71% of students are college ready in ELA	Increase college readiness rate in ELA to 75%	Increase college readiness rate in ELA to 80%	Increase college readiness rate in ELA to 85%
EAP Math college readiness rate	Spring 2016 SBAC Results: 38% of students are college ready in Math	Increase college readiness rate in Math to 45%	Increase college readiness rate in Math to 55%	Increase college readiness rate in Math to 65%
Student Devices: iPads, desktops, Chromebooks, headphones, mice.	100% of students have devices	Maintain 100% of all students will access high quality digital resources.	Maintain 100% of all students will access high quality digital resources.	Maintain 100% of all students will access high quality digital resources.
Student Google Accounts	66% of students access Google Accounts	All students (100%) will create Individual Learning Portfolios (ILP) to monitor progress.	Maintain 100% of students created Individual Learning Portfolios (ILP) to monitor progress.	Maintain 100% of students created Individual Learning Portfolios (ILP) to monitor progress.

Professional Development	90% of staff and students trained	Train 100% of all staff and students on digital citizenship and critical thinking skills to identify accurate and relevant resources.	Maintain 100% of all staff and students on digital citizenship and critical thinking skills to identify accurate and relevant resources.	Maintain 100% of all staff and students on digital citizenship and critical thinking skills to identify accurate and relevant resources.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Scope of Services:**   **Location(s)**

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain current state recommended and approved instructional materials for California Standards curriculum and state alignment for all TK - College classrooms. Renew NWEA Maps assessment and reporting program that is aligned with the California Standards. o ELA & Math Grades TK – 12 o Science Grades 3-8 Purchase NGSS aligned Science kits and supplies for classroom use. Maintain Dean of Students/Student Programs (4) throughout all grade levels to monitor the implementation of curriculum as it aligns to California Standards and smarter balanced assessment.	Maintain current state recommended and approved instructional materials for California Standards curriculum and state alignment for all TK - College classrooms. Continue to develop and implement K-12 writing programs and provide teacher training to provide consistency within the writing process. Continue to expand reading program by building and expanding classroom libraries with community resources. Renew and provide professional development for NWEA Maps assessment and reporting program that is aligned with the California Standards. o ELA & Math Grades TK– 12 o Science Grades 3-8 Purchase NGSS aligned science instructional materials and supplies for	Maintain current state recommended and approved instructional materials for California Standards curriculum and state alignment for all TK - College classrooms. Continue to develop and implement K-12 writing programs and provide teacher training to provide consistency within the writing process. Continue to expand reading program by building and expanding classroom libraries with community resources. Renew and continue to provide professional development for NWEA Maps assessment and reporting program that is aligned with the California Standards. o ELA & Math Grades TK – 12 o Science Grades 3-12th Maintain Deans throughout all grade levels to

classroom use. Maintain Deans throughout all grade levels to monitor the implementation of curriculum as it aligns to California Standards and smarter balanced assessment.

Maintain Deans throughout all grade levels to monitor the implementation of curriculum as it aligns to California Standards and smarter balanced assessment.

monitor the implementation of curriculum as it aligns to California Standards and smarter balanced assessment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	I. $141,225 II. $ 40,000	I. $165,500 II. $ 42,000	I. $166,000 II. $ 130,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	I. 4100-4300 Books and Supplies II. 1100-1900 Certificated Salaries	I. 4100-4300 Books and Supplies II. 1100-1900 Certificated Salaries	I. 4100-4300 Books and Supplies II. 1100-1900 Certificated Salaries

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to develop Learning Communities and maintain Learning community coordinators for all grades TK – College.

Continue to hold weekly Leadership team and grade level PLC meetings as well a monthly all staff meetings.

Hire and maintain fully credentialed teachers

2018-19 Actions/Services

Maintain Learning Community Coordinators (LCCs) to support Learning Communities for all grades TK – College.

Continue to hold weekly Leadership Team and grade level meetings as well as monthly All Staff meetings.

Hire and maintain fully credentialed teachers

2019-20 Actions/Services

Maintain Learning Community Coordinators (LCCs) to support Learning Communities for all grades TK – College.

Continue to hold weekly Leadership Team and grade level meetings as well as monthly All Staff meetings.

Hire and maintain fully credentialed teachers

with appropriate credentials. Retain

TK-12 Certificated staffing for Regular Education Classrooms.

Provide curriculum and support to (CTI) Induction candidates.

with appropriate credentials.

Retain TK-12 Certificated staffing for Regular Education Classrooms.

Provide support to (CTI) Induction candidates. Continue to provide funding for CTI candidates program and coaches stipend.

with appropriate credentials.

Retain TK-12 Certificated staffing for Regular Education Classrooms.

Provide support to (CTI) Induction candidates. Continue to provide funding for CTI candidates program and coaches stipend.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	I. $4,549,990 II. $ 60,000	I. $4,887,730 II. $ 80,000	I. $5,136,617 II. $ 70,000
Source	I. LCFF Base II. LCFF EPA	I. LCFF Base II. LCFF EPA	I. LCFF Base II. LCFF EPA
Budget Reference	I. 1100-1900 Certificated Salaries II. 5210-5220 Services and Other Operating Expenditures	I. 1100-1900 Certificated Salaries II. 5210-5220 Services and Other Operating Expenditures	I. 1100-1900 Certificated Salaries II. 5210-5220 Services and Other Operating Expenditures

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to develop and implement PYP program throughout grades TK – 5.

Implement 100% PYP curriculum in grades TK – 5.

Provide opportunities for teachers to visit other PYP campuses. Provide PYP IB training for 100% of TK-5 teachers.

2018-19 Actions/Services

Continue to implement PYP program throughout grades TK – 5.

Continue to implement PYP curriculum in grades T-K – 5.

Continue to provide opportunities for teachers to visit other PYP campuses.

2019-20 Actions/Services

Continue to implement PYP program throughout grades TK – 5.

Continue to implement PYP curriculum in grades TK – 5.

Continue to provide opportunities for teachers to visit other PYP campuses.

	Provide ongoing PYP IB training for TK-5 teachers.	Provide ongoing PYP IB training for TK-5 teachers.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	I. $60,000 II. $12,000	I. $80,000 II. $15,000	I. $80,000 II. $63,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures	I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures	I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recognize individual, subject, and grade level achievements and student success. With a focus on English Learners and SED students. Provide awards, certificates, medals, trophies and banners for student achievement and success.	Recognize individual, subject, and grade level achievements and student success. With additional focus on English Learners and SED students. Provide awards, certificates, medals, trophies and banners to celebrate student achievement and success.	Recognize individual, subject, and grade level achievements and student success. With additional focus on English Learners and SED students. Provide awards, certificates, medals, trophies and banners to celebrate student achievement and success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	I. $17,000 II. $ 8,000 III. $ 1,000	I. $20,000 II. $10,000 III. $ 2,000	I. $40,000 II. $12,000 III. $ 7,000
Source	I. LCFF Base II. Title I III. Title III	I. LCFF Base II. Title I III. Title III	I. LCFF Base II. Title I III. Title III
Budget Reference	4100-4300 Books and Supplies	4100-4300 Books and Supplies	4100-4300 Books and Supplies

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
All T - College teachers receive appropriate and relevant professional development. Provide Diamond Tiered (RTI) Response to Intervention - Acceleration, remediation, and grade level support and differentiating instruction for teachers. Provide California Standards professional development and differentiating instruction training for all teachers grades TK – College. Provide professional development as needed for classroom management, instruction design, guided reading, etc.	All TK - College teachers receive appropriate and relevant professional development. Provide Diamond Tiered (RTI) Response to Intervention - Acceleration, remediation, and grade level support and instructional training for teachers. Provide California Standards professional development and differentiating instruction training for all teachers grades TK – College. Provide professional development as needed for classroom management, instruction design, guided reading, and any other identified needs.	All TK - College teachers receive appropriate and relevant professional development. Provide Diamond Tiered (RTI) Response to Intervention - Acceleration, remediation, and grade level support and instructional training for teachers. Provide California Standards professional development and differentiating instruction training for all teachers grades TK – College. Provide professional development as needed for classroom management, instruction design, guided reading, and any other identified needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$32,000	$36,000	$80,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5210-5220 Services and Other Operating Expenditures	5210-5220 Services and Other Operating Expenditures	5210-5220 Services and Other Operating Expenditures

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

| **for 2017-18** | **for 2018-19** | **for 2019-20** |

| Modified | Modified | Modified |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to use computerized formative assessment and benchmarks for immediate data analysis available to teachers as well as immediate student feedback and instructional planning for all TK - College students.

Continue to utilize NWEA MAP for Math & ELA benchmarks for grades 1st- 12th and Science for grades 6-8. MAP will be used for test administration, result reporting, and data analysis. Provide professional development training for staff on NWEA MAP use.

Continue to utilize EADMS for formative assessment, i.e.: Lesson, Chapter, Unit quizzes. EADMS will also be used for benchmark exams in all subject except Math and ELA in grades 7-12.

Continue to use computerized formative assessments and benchmarks to provide data for analysis to inform instructional planning for all TK-College students and provide professional development to increase staff understanding of effective data analysis, consortium, and strategies to prepare students for success.

Continue to utilize NWEA MAP for Math & ELA benchmarks for grades 1st- 12th and Science for grades 6-8. MAP will be used for test administration, result reporting, and data analysis. Provide professional development training for staff on NWEA MAP use.

Continue to utilize EADMS for formative assessment, i.e.: Lesson, Chapter, and Unit quizzes. EADMS will also be used for benchmark exams in all subjects except Math and ELA in grades 6-12.

Continue to use computerized formative assessments and benchmarks to provide data for analysis to inform instructional planning for all TK-College students and provide professional development to increase staff understanding of effective data analysis, consortium, and strategies to prepare students for success.

Continue to utilize NWEA MAP for Math & ELA benchmarks for grades 1st- 12th and Science for grades 6-8. MAP will be used for test administration, result reporting, and data analysis. Provide professional development training for staff on NWEA MAP use.

Continue to utilize EADMS for formative assessment, i.e.: Lesson, Chapter, and Unit quizzes. EADMS will also be used for benchmark exams in all subjects except Math and ELA in grades 6-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$27,000	$70,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100-4300 Book and Supplies	4100-4300 Book and Supplies	4100-4300 Book and Supplies

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**

Unchanged	Modified	Modified

2017-18 Actions/Services

Continue to provide all TK – College students with training to create products (posters, power point, brochures, flyers, handouts, etc.) on computers.

All TK – College teachers continue using grade level appropriate project grading rubrics.

Continue the use of Digital Portfolios and Google classroom in grades 4 – 12.

2018-19 Actions/Services

Continue to provide opportunities for students to utilize 21st Century skills.

All TK– College teachers continue using grade level appropriate project grading rubrics.

Continue the use of Digital Portfolios and Google Classroom for students to prepare and present inquiry projects.

2019-20 Actions/Services

Continue to provide opportunities for students to utilize 21st Century skills.

All TK – College teachers continue using grade level appropriate project grading rubrics.

Continue the use of Digital Portfolios and Google classroom for students to prepare and present inquiry projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal cost associated with this action.	Nominal cost associated with this action.	Nominal cost associated with this action.
Source	N/A	N/A	N/A

Budget Reference	N/A	N/A	N/A

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to develop a 21st century learner in grades TK – College. Upgrade infrastructure as necessary and upgrade and repair wiring, cable, network, etc. Maintain class set of Chromebooks, headphones, and mice. Provide computer training for each student including how to use the internet, Microsoft word, Google, and CAASPP practice tests.

Provide keyboarding and typing training for all students. Maintain training for teachers on how to properly instruct keyboarding. Maintain training for teachers and students on the correct usage and storage of all Chromebooks.

Continue to provide Smartboard training to all staff.

Implement Computer Science and Digital Art courses in High School. Provide resources need for new courses.

Continue to develop a 21st century learner in grades TK – College. Upgrade infrastructure as necessary and upgrade and repair wiring, cable, network, etc. Maintain class set of Chromebooks, headphones, and mice. Provide computer training for each student including how to use the internet, Microsoft word, Google, and CAASPP practice tests.

Provide keyboarding and typing training for all students. Maintain training for teachers on how to properly instruct keyboarding. Maintain training for teachers and students on the correct usage and storage of all Chromebooks.

Continue to provide Smartboard training to all staff.

Implement Computer Science and Digital Art courses in High School. Provide resources need for new courses.

Continue to develop a 21st century learner in grades TK – College. Upgrade infrastructure as necessary and upgrade and repair wiring, cable, network, etc. Maintain class set of Chromebooks, headphones, and mice. Provide computer training for each student including how to use the internet, Microsoft word, Google, and CAASPP practice tests.

Provide keyboarding and typing training for all students. Maintain training for teachers on how to properly instruct keyboarding. Maintain training for teachers and students on the correct usage and storage of all Chromebooks.

Continue to provide Smartboard training to all staff.

Implement Computer Science and Digital Art courses in High School. Provide resources need for new courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$110,000	$125,000

Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4310 Technology Supplies	4310 Technology Supplies	4310 Technology Supplies

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue the use of digital programs and monitor success. Continue Achieve 3000 for grades 2-12, Smarty Ants-K-1, Revision Assistant for grades 6 -12, Raz-Kids for grades TK-5, Think Central for grades TK-5, My HMH for grades 6-8 and Odysseyware for grades 9-12. Provide additional teachers training for Think-Central for grades TK-5 and MyHRW for grades 6-12 Purchase additional equipment as needed for Digital Media, and Yearbook such as additional cameras, teleprompter, SD cards, and corresponding equipment for cameras.	Continue the use of digital programs and monitor success. Continue Achieve 3000 for grades 2-12, Smarty Ants-K-1, Revision Assistant for grades 6 -12, Raz-Kids for grades TK-5, Think Central for grades TK-5, My HMH for grades 6-8 and Odysseyware for grades 9-12. Provide additional teacher training for Think-Central for grades TK-5 and MyHRW for grades 6-12 Purchase additional equipment as needed for Digital Media, and Yearbook such as additional cameras, teleprompter, SD cards, and corresponding equipment for cameras.	Continue the use of digital programs and monitor success. Continue Achieve 3000 for grades 2-12, Smarty Ants-K-1, Revision Assistant for grades 6 -12, Raz-Kids for grades TK-5, Think Central for grades TK-5, My HMH for grades 6-8 and Odysseyware for grades 9-12. Purchase additional equipment as needed for Digital Media, and Yearbook such as additional cameras, teleprompter, SD cards, and corresponding equipment for cameras.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$42,000	$60,000
Source	LCFF Base	LCFF Base	LCFF Base

| **Budget Reference** | 4100-4300 Books and Supplies | 4100-4300 Books and Supplies | 4100-4300 Books and Supplies |

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to develop a partnership with Mount San Jacinto College to provide additional exploratory elective college and career courses.

Continue Administrative Justice pathway Purchase books for students and provide transportation to and from classes. Also provide assistance and materials as needed for student success.

Research additional facilities for California Standards and inquiry based projects to increase college and career readiness.

Expand MSJC program for industrial arts and college/career course for 11th-12th graders students. Create college to career readiness activities.

All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's Early College Program (dual enrollment).

Continue to develop a partnership with Mt. San Jacinto College to provide additional exploratory elective college and career courses.

Research additional facilities for inquiry based projects to increase college and career readiness through club activities. Expand MSJC program for industrial arts and college/career courses for 11th-12th grade students.

Create college to career readiness activities.

All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's Early College Program (dual enrollment).

Continue to develop a partnership with Mount San Jacinto College to provide additional exploratory elective college and career courses.

Research additional facilities for inquiry based projects to increase college and career readiness through club activities.

Expand MSJC program for industrial arts and college/career courses for 11th-12th grade students.

Create college to career readiness activities.

All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's Early College Program (dual enrollment).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$40,000	$45,000	$45,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100-4300 Books and Supplies	4100-4300 Books and Supplies	4100-4300 Books and Supplies

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Unchanged | Modified | Modified |

2017-18 Actions/Services

Students will receive on going guidance regarding graduation requirements and college and career readiness specific to the unique educational needs of each subpopulation.

Counselors, English teachers, and math teachers will review and utilize the EAP results to determine preparation for college.

Provide additional individualized guidance for college and career pathways for students.

2018-19 Actions/Services

Students will receive on going guidance regarding graduation requirements and college and career readiness specific to the unique educational needs of each subpopulation.

Counselors, English teachers, and math teachers will review and utilize the EAP results to determine preparation for college.

Provide additional individualized guidance for college and career pathways for students

2019-20 Actions/Services

Students will receive on going guidance regarding graduation requirements and college and career readiness specific to the unique educational needs of each subpopulation.

Counselors, English teachers, and math teachers will review and utilize the EAP results to determine preparation for college.

Provide additional individualized guidance for college and career pathways for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	$140,000	$260,000
Source	LCFF Base	LCFF Base	LCFF Base

Budget Reference	1100-1900 Certificated Salaries	1100-1900 Certificated Salaries	1100-1900 Certificated Salaries

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SJVA will develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes.

Provide students access to new courses through rotational schedules. Provide flexibility through digital learning.

Build access to accelerated/challenge programs. All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's IB Diploma program and AP courses.

Increase access to IB and AP courses. Provide resources and staffing for IB and AP courses. Provide professional development and IB trainings for all IB teachers. Provide professional development and AP trainings for all AP teachers.

SJVA will develop master schedules to maximize opportunities for students to take a broad course of study and reduce conflicts which might force a student to choose between classes.

Provide students access to new courses through rotational schedules. Provide flexibility through digital learning.

Continue to build access to accelerated/challenge programs. All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's IB Diploma program and AP courses.

Continue to increase access to IB and AP courses. Provide resources and staffing for IB and AP courses. Provide professional development and IB trainings for all IB teachers. Provide professional development and AP trainings for all AP teachers.

SJVA will develop master schedules to maximize opportunities for students to take a broad course of study and reduce conflicts which might force a student to choose between classes.

Provide students access to new courses through rotational schedules. Provide flexibility through digital learning.

Continue to build access to accelerated/challenge programs. All 11th-12th grade students of each subpopulation at SJVA who meet academic eligibility criteria will have access to SJVA's IB Diploma program and AP courses.

Continue to increase access to IB and AP courses. Provide resources and staffing for IB and AP courses. Provide professional development and IB trainings for all IB teachers. Provide professional development and AP trainings for all AP teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	I. $ 5,000 II. $12,000	I. $ 5,000 II. $12,000	I. $ 7,000 II. $60,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures	I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures	I. 4100-4300 Books and Supplies II. 5210-5220 Services and Other Operating Expenditures

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

Response to Intervention - SJVA will utilize the Response to intervention (RTI) model to best support the diverse needs of identified students (remediation, grade level, acceleration) in fostering academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 6, 8

Local Priorities:

Identified Need:

Special Education population - English Language Arts and Mathematics
Low Performing Students on SBAC - Level 1 on ELA and Mathematics / Level 1 and 2 in either combination ELA and mathematics.
Long Term English Language Learners

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

3rd -8th grade SBAC English Language Arts Points below level 3 proficiency (California School Dashboard)	Baseline: 2016 Status Status: 1.2 points below level 3 (Medium) Change: +13.3 points (Increased) SWD: 69.8 pts below / +6.2 pts EL: 26.6 pts below / +7.6 pts	Increase score to move towards level 3 All Student:15 points SWD: 15 points EL: 15 points	Increase score to move towards level 3 All Student:15 points SWD: 15 points EL: 15 points	Increase score to move towards level 3 All Student:15 points SWD: 15 points EL: 15 points
3rd -8th grade SBAC Mathematics Points below level 3 proficiency (California School Dashboard)	Baseline: 2016 Status Status: 28.4 points below level 3 (Low) Change: +14.4 points (Increased) SWD: 73.4 pts below / +23.1 pts EL: 43.4 points below / +15.5 pts	Increase score to move towards level 3 All Student: 15 points SWD: 15 points	Increase score to move towards level 3 All Student: 15 points SWD: 15 points	Increase score to move towards level 3 All Student: 15 points SWD: 15 points
Local Benchmark Assessments – NWEA MAP – Local Indicator	Percentage of students Proficient or Above Reading: 40% Proficient or above Language Usage: 45% Proficient or above Math: 32% Proficient or above	Increase % of students proficient or above. Reading: Increase to 50% Language Usage: Increase to 55% Math: Increase to 50%	Increase % of students proficient or above. Reading: Increase to 60% Language Usage: Increase to 65% Math: Increase to 60%	Increase % of students proficient or above. Reading: Increase to 70% Language Usage: Increase to 75% Math: Increase to 70%

EL Progress and Reclassification Rates (California School Dashboard)	EL Progress Indicator: Very Low – 57.5% / Declined Significantly -24.1% Re-classification Rate: 12%	EL Progress Indicator: Increase 10% resulting in Low status (Yellow) Re-classification: Increase to 25%	EL Progress Indicator: Increase 10% resulting in High status (Green) Re-classification: Increase to 35%	EL Progress Indicator: Increase 10% resulting in Very High Status (Blue) Re-classification: Increase to 45%
Percentage of English Learners who made annual progress towards English Proficiency as measured by CELDT (ELPAC beginning in 2017-2018)	Baseline information = 65% of English Learners made progress towards English proficiency as measured by CELDT.	70% of English Learners will make progress towards English proficiency as measured by ELPAC.	75% of English Learners will make progress towards English proficiency as measured by ELPAC.	80% of English Learners will make progress towards English proficiency as measured by ELPAC.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

| All Students | All Schools |

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served** | **Scope of Services:** | **Location(s)** |
| N/A | N/A | N/A |

Actions/Services

| **Select from New, Modified, or Unchanged for 2017-18** | **Select from New, Modified, or Unchanged for 2018-19** | **Select from New, Modified, or Unchanged for 2019-20** |
| Unchanged | Modified | Modified |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| All TK - College students will continue to receive enrichment/intervention support within the school day and/or before and afterschool.

Maintain Dean of Enrichment and assessment (3) throughout all grade levels to monitor student achievement and progress. Deans will use our Diamond Tiered Response to Intervention (RTI) | All TK - College students will continue to receive enrichment/intervention support within the school day and/or before and afterschool.

Maintain Deans throughout all grade levels to monitor student achievement and progress. O Deans will use our Diamond Tiered Response to Intervention (RTI) program to service students in acceleration, | Continue small group intervention (AIM Program) as a "push-in" program.

Continue middle and high school 7th period enrichment to meet student needs.

Hire additional EL support teachers to work with students in general education classes, small group intervention and after school tutoring. |

program to service students in acceleration, remediation, and grade level support.

Grade level SST coordinators will maintain SST schedules. Records of all SST's will be entered into AERIES for ease of monitoring success of process

Utilize small group intervention (AIM Program) during electives, Music, Art, Spanish, and PE for elementary students. Continue middle and high school 7th period enrichment to meet student needs.

Hire additional EL support teachers to work with students in general education classes, small group intervention and after school tutoring. Provide ELD professional development for all teachers.

remediation, and grade level support.

Grade level SST coordinators will maintain SST schedules. Records of all SST's will be entered in AERIES for ease of monitoring success of process.

Small group intervention (AIM Program) during electives, Music, Art, Spanish, and PE for elementary students transitioned to a daily "push-in" program of 55 minutes per classroom.

Continue middle and high school 7th period enrichment to meet student needs.

Hire additional EL support teachers to work with students in general education classes, small group intervention and after school tutoring.

During weekly and/or daily grade level/subject area planning sessions, ELL student progress is reviewed, data analyzed, and actions put in place to address trends and concerns.

Provide ELD professional development for all teachers.

During weekly and/or daily grade level/subject area planning sessions, ELL student progress is reviewed, data analyzed, and actions put in place to address trends and concerns. Provide ELD professional development for all teachers.

Provide training for ELPAC process and EL reclassification process. Schedule (Aug./Sept.) annual EL strategy conferences for all EL students (in addition to regularly scheduled progress conferences) to review performance levels from ELPAC assessment, set goals, and plan instructional supports.

Utilize all above listed resources, SST, AIM and RTI enrichment/intervention, as well as online educational resources, such as Think Central, Achieve 3000, Raz-kids and Prodigy and Kahn Academy to target EL and SED students.

Continue to provide weekly afterschool enrichment STEAM activities program at the Kindergarten site, as well as weekly intervention programs during the school day.
o Acceleration, remediation, and grade level support is provided.

Provide training for ELPAC process and EL reclassification process.

Schedule (Aug./Sept.) annual EL strategy conferences for all EL students (in addition to regularly scheduled progress conferences) to review performance levels from ELPAC assessment, set goals, and plan instructional supports.

Utilize all above listed resources, SST, RTI enrichment/intervention, as well as online educational resources, such as Think Central, Achieve 3000, Raz-kids and Prodigy, and Khan Academy to target EL and SED students.

Continue to provide weekly afterschool enrichment STEAM activities program at the Kindergarten site, as well as weekly intervention programs during the school day. o Acceleration, remediation, and grade level support is provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount		
I. $150,000 II. $ 50,000 III. $ 18,000 IV. $ 3,500	I. $170,000 II. $ 65,000 III. $ 22,000 IV. $ 5,000	I. $211,000 II. $ 55,000 III. $ 29,000 IV. $ 41,000

Source		
LCFF Base Title III	LCFF Base	LCFF Base

Budget Reference		
1100-1900 Certificated Salaries II. 2100-2900 Non-certificated Salaries III. 4100-4300 Books and Supplies IV. 5210-5220 Services and Other Operating Expenses	I. 1100-1900 Certificated Salaries II. 2100-2900 Non-certificated Salaries III. 4100-4300 Books and Supplies IV. 5210-5220 Services and Other Operating Expenses	I. 1100-1900 Certificated Salaries II. 2100-2900 Non-certificated Salaries III. 4100-4300 Books and Supplies IV. 5210-5220 Services and Other Operating Expenses

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**

| N/A | N/A | N/A |

Actions/Services

| **Select from New, Modified, or Unchanged for 2017-18** | **Select from New, Modified, or Unchanged for 2018-19** | **Select from New, Modified, or Unchanged for 2019-20** |
| Modified | Modified | Modified |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |

| Continue a TK - College summer school program that includes ELA, math, music, and common core inquiry projects for enrichment, intervention, and remediation.

Hire qualified teachers and staff for summer school classes.

Provide supplies and necessary materials for all summer school classes. | Continue to develop and implement summer school programs for enrichment, intervention, and remediation based on identified needs.

Hire qualified teachers and staff for summer school classes.

Provide supplies and necessary materials for all summer school classes. | Continue to develop and implement summer school programs for enrichment, intervention, and remediation based on identified needs.

Hire qualified teachers and staff for summer school classes.

Provide supplies and necessary materials for all summer school classes. |

Budgeted Expenditures

| **Year** | **2017-18** | **2018-19** | **2019-20** |

Amount	I. $20,000 II. $12,000	I. $20,000 II. $12,000	I. $45,000 II. $14,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	I. 1100-1900 Certificated Salaries II. 4100-4300 Books and Supplies	I. 1100-1900 Certificated Salaries II. 4100-4300 Books and Supplies	I. 1100-1900 Certificated Salaries II. 4100-4300 Books and Supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide course access and credit recovery options through online learning programs. Continued use of Odysseyware, and other applicable programs. (Increase Licenses for Odysseyware from 15 to 25.)	Provide course access and credit recovery options through online learning programs. Continue use of Odysseyware, and other applicable programs.	Provide course access and credit recovery options through online learning programs. Continue use of Odysseyware, and other applicable programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$28,000	$42,000
Source	LCFF	LCFF	LCFF
Budget Reference	4100-4300 Books and Supplies	4100-4300 Books and Supplies	4100-4300 Books and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$657,669

Percentage to Increase or Improve Services

14.65 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, San Jacinto Valley Academy's services for Low-income students and English Learners are estimated to increase by 14.65%, the Minimum Proportionality Percentage (MPP) for the 2016-17 school year. SJVA will meet its MPP for the 2017-18 school year by providing the following services for Low Income and English Learners: Diamond Tiered RTI Intervention Programs, summer school, a music program, Chromebooks and other supplies for Diamond Tiered RTI, and professional development for staff. By providing the services identified without limitations, SJVA will best serve all students, especially targeted students with increased or improved services at minimum of 14.65% above all students.

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, San Jacinto Valley Academy's additional Supplemental & Concentration Grant Funding for the 2017-18 school year will be $629,908.00. SJVA will be using these funds in a school wide manner. SJVA believes it is justified to use in a school wide manner because its unduplicated count for the 2016-17 school year was 58.6% of SJVA's total population. This

percentage is expected to be similar in the 2017-18 school year.

SJVA will offer a variety of programs and supports that are aligned with the LCAP goals. These include: Diamond Tiered RTI Intervention Programs, summer school, a music program, Chromebooks and other supplies for Diamond Tiered RTI Intervention, and professional development for staff. School wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups.

SJVA recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (sixty-five percent or more), there may be other students in need that SJVA cannot ignore.

By providing the services identified without limitations, SJVA will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the SJVA Local Control and Accountability Plan and addresses the needs of our SJVA's English learners and low Income students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$1,830,921.00

Percentage to Increase or Improve Services

15.49%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, San Jacinto Valley Academy's services for Low-income students and English Learners are estimated to increase by 15.49%, the Minimum Proportionality Percentage (MPP) for the 2017-18 school year. SJVA will meet its MPP for the 2018-19 school year by providing the following services for Low Income and English Learners: Diamond Tiered RTI Intervention Programs, summer school, a music program, Chromebooks and other supplies for Diamond Tiered RTI, and professional development for

staff. By providing the services identified without limitations, SJVA will best serve all students, especially targeted students with increased or improved services at minimum of 15.49% above all students.

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, San Jacinto Valley Academy's additional Supplemental & Concentration Grant Funding for the 2018-19 school year will be $1,830,912.00. SJVA will be using these funds in a school wide manner. SJVA believes it is justified to use in a school wide manner because its unduplicated count for the 2017-18 school year was 65.09% of SJVA's total population. This percentage is expected to be similar in the 2018-19 school year.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,902,816	15.46%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, San Jacinto Valley Academy's services for Low-income students and English Learners are estimated to increase by 15.46%, the Minimum Proportionality Percentage (MPP) for the 2018-19 school year. SJVA will meet its MPP for the 2019-20 school year by providing the following services for Low Income, English Learners, and Low Performing Students: Diamond Tiered RTI Intervention Programs, NWEA MAP assessments and analysis, Achieve 3000, summer school, a music program, Chromebooks, planners, and other supplies for Diamond Tiered RTI, additional staffing, and professional development. By providing the services identified without limitations, SJVA will best serve all students, especially targeted students with increased or improved services at minimum of 15.46% above all students.

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, San Jacinto Valley Academy's additional Supplemental &

Concentration Grant Funding for the 2019-20 school year will be $1,902,816.00. SJVA will be using these funds in a school wide manner. SJVA believes it is justified to use in a school wide manner because its unduplicated count for the 2018-19 school year was 63.15% of SJVA's total population. This percentage is expected to be similar in the 2019-20 school year.