

Introduction:

During July, 2015 the San Jacinto Unified Administration had the desire to merge the current SJUSD Strategic Plan with the LCAP goals. A new committee called Vision 20/20 was formed to write a Mission Statement, Vision, Core Values and Graduate Profile that represented San Jacinto Unified and could set in motion a pathway to the future. This is called "The San Jacinto Difference"

Mission:

We exist to educate and empower all students to achieve academic excellence, personal growth and social responsibility.

Vision:

We provide a nurturing, innovating, inspiring environment to ensure every student graduates equipped with a passion for learning, the motivation to act responsibly and the capacity to be critical thinkers as they successfully navigate their own unique futures.

Core Values:

EXCELLENCE - We facilitate excellence by establishing and modeling high standards for personal, organizational and academic growth.

STUDENT SUCCESS - We encourage, support and celebrate student learning by setting high expectations, providing opportunities for exploration and discovery, and fostering student achievement.

INTEGRITY - We demonstrate honest, ethical, and socially responsible behavior by honoring commitments, showing respect and concern for others, and listening to all perspectives, thus demonstrating trustworthiness among all stakeholders.

INNOVATION - We encourage and support creativity by celebrating diversity, and inspiring new ideas through collaboration, applied and integrated technology, community involvement and global partnerships.

GRADUATE PROFILE:

San Jacinto graduates are college and career ready, empowered with effective communication, critical thinking and life skills, which enable them to compete in a global society.

Effective Communication:

- Oral and written communication skills
- Listening
- Digital Literacy
- Collaborative Interaction (Collaboration)

Critical Thinking:

- Ability to solve complex problems from multiple perspectives

- Resourcefulness
- Making good/wise decisions
- Global perspective
- Reading comprehension

Life Skills:

- Resilience
- Social Adaptability
- Creativity
- Innovation
- Ethical Behavior
- Cultural Competency

LEA: San Jacinto Unified

Contact: Sherry Smith, Assistant Superintendent Educational Services, sjsmith@sanjacinto.k12.ca.us, (909)801-0705

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs,

including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development*

standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

The San Jacinto Unified School District is committed to ensuring all students graduate college and career ready. This commitment requires involvement from all stakeholders throughout the school district. The development of the Local Control Accountability Plan was guided by our District's Strategic Plan and core goals.

In the fall of 2015, one action group for each goal was formed to analyze data, collect stakeholder input and to discuss the impact on learning the LCAP plan was achieving. These action groups specifically included parents of low socio-economic students, Foster Youth, African American students, GATE students, as well as English Learner students. They also included community stakeholders that included CTE partners and faith-based organizations. Both SJUSD labor associations, SJTA and CSEA were well represented. Furthermore, all SJUSD employees had input through a variety of stakeholder forums, ranging from mgmt. team meetings to District Advisory Councils and Superintendent's Vision 20/20 meetings. The action groups began with a review of district data, as well as new and ongoing expenditures. They met monthly to analyze the current implementation plan, determine strengths and weaknesses in alignment and implementation, reviewed qualitative and quantitative data, including California Healthy Kids Survey, College and Career Readiness indicators, and SJUSD benchmark assessments, and brainstormed ideas to support the revision of the 2016-17 LCAP.

A stakeholder survey was developed to gather additional stakeholder input. This survey was available to the whole community on the District website. Chrome books were also available at the Foster Youth, DELAC, African American, and Special Education Parent Advisory Councils. Many students at all levels completed a student survey. Staff were encouraged to take part in the survey through emails and available Chrome books at staff events.

One final LCAP input session was held on May 23, 2016 to present the final draft of the LCAP. Community members, parents, administrators and representatives from both labor groups were present.

Approximately 150 people attended the LCAP review meeting. Final input was gathered and a number of participants expressed sincere gratitude to the District for "listening" and incorporating their input into the San Jacinto Difference/LCAP Plan.

The list of sessions is detailed below:

1. 9/3/2015 Vision 20/20

There was a tremendous amount of feedback and input we received as a result of the comprehensive outreach to all stakeholders. The input was consolidated and shared with District leadership including the newly formed Vision 20/20 Team, School Board, Cabinet and Management staff. The input was used to develop the actions in the LCAP for years 2015-2016, 2016-2017, and 2017-2018. The following are the major themes that persisted throughout all the input sessions:

1. Class Size Reduction
2. Highly Qualified Staff
3. Expansion & Training for Support Staff
4. Parent Involvement Strategies
5. CTE Pathways
6. Technology: As it relates to integration into instructional strategies
7. Intervention: Rtl and PBiS
8. NGSS Materials/Supplies
9. Safety
10. Teacher training for CCSS support
11. Counselor support
12. Data Collection and Analysis
13. Universal Access:
 - Special Education Students
 - African American Students
 - Native American Students
 - Foster Youth Students
 - Low-Socioeconomic Students

Below is a summary of overarching themes from some of the specific stakeholder groups:

Parents: In particular, our parent groups (PTA, DAC, DELAC, SSC, SPED Parent Advisory, African American Advisory, and Foster Youth Advisory identified the following priorities:

1. Ensure students are prepared for college and career
2. Intervention opportunities
3. Maintain safe learning environments
4. Ensure students have access to 21st century technology
5. Ensure students have access to A-G courses, along with the supports to be successful
6. Parents receive timely and meaningful communication from schools and the district

2. 9/16/15 PTA Training
3. 9/22/2015 Dinner With Data
4. 9/24/16 DELAC
5. 9/30/2015 Future Ready Learners
6. 10/5/2015 First Class Facilities
7. 10/6/2015 Executive Cabinet
8. 10/8/15 General Council
9. 10/9/15 Foster Youth Task Force
10. 10/14/15 PTA Training
11. 10/20/2015 Executive Cabinet
12. 10/27/2015 Future Ready Learners
13. 10/29/2015 First Class Facilities
14. 10/29/2015 Dinner With Data
15. 11/3/2015 Executive Cabinet
16. 11/4/2015 Future Ready Learners
17. 11/9/2015 21st Century Community & Partnerships
18. 11/10/2015 Facilities Board Workshop
19. 11/12/2015 Vision 20/20
20. 11/12/2015 First Class Facilities
21. 11/16/2015 First Class Facilities
22. 11/17/2015 Executive Cabinet
23. 11/19/15 DELAC
24. 12/1/2015 Executive Cabinet
25. 12/1/2015 Facilities Board Workshop
26. 12/4/2015 High Quality Staffing
27. 12/7/2015 First Class Facilities
28. 12/9/15 Foster Youth Parent Presentation
29. 12/15/2015 Executive Cabinet
30. 1/5/2016 Executive Cabinet
31. 1/11/2016 Dinner With Data
32. 1/12/2016 Executive Cabinet
33. 1/13/2016 21st Century Community & Partnerships
34. 1/14/2016 Vision 20/20
35. 1/19/2016 Executive Cabinet
36. 1/21/2016 Future Ready Learners
37. 1/23/2016 Health Fair
38. 1/26/2016 High Quality Staffing
39. 1/26/2016 Executive Cabinet
40. 1/27/16 PTA Training
41. 1/29/16 Foster Youth Task Force
42. 2/1/2016 First Class Facilities
43. 2/4/16 General Council
44. 2/5/2016 Superintendent/Student Advisory

7. Teachers are highly qualified and credentialed in the subjects they teach
8. Improve training and understanding of special student populations, such as Special Education, Foster Youth, African American & EL needs, rights, etc. across all SJUSD staff
9. Expand and improve upon the effectiveness of all community and parent advisories, such as Title III, and ELAC/DELAC groups
10. Establish a Special Education Parent Advisory and a Native American Advisory
11. Safe, clean and modernized School facilities

Students: In particular, our students' priorities were as follows:

1. Support for CCR programs
2. Intervention
3. Teacher quality training
4. Academic field trips
5. Diversity-rich clubs and activities on campus
6. Focus on school-wide behavior
7. Continue to focus on school safety
8. Academic support for 21st century learning
9. Opportunities for remediation/acceleration
10. More experiences using technology, to be prepared for jobs and college
11. Expand counseling support so students can meet more regularly for check-ins, credit checks, etc.
12. Safe, clean and modernized school facilities

Curriculum Advisory Groups: In particular, our curricular advisory groups made the following recommendations:

1. Expand AVID programs district-wide
2. Provide support and training for Inclusion
3. Support effective implementation of ELD strategies
4. Expand STEAM/STEM opportunities district-wide
5. Improve upon existing CTE pathways and academies
6. Support RtI opportunities
7. Support the implementation of NGSS
8. Train secondary teachers in standards-based grading
9. Train all teachers in differentiated instructional practices
10. Provide Project-Based Learning and number talks professional development to support math instruction

45. 2/8/2016 African American Parent Advisory
46. 2/8/2016 Hanover Survey available to Community, Staff, Students
47. 2/10/2016 Superintendent/Student Advisory
48. 2/17/2016 21st Century Community & Partnerships
49. 2/18/2016 Superintendent/Student Advisory
50. 2/22/2016 21st Century Community & Partnerships
51. 2/22/2016 High Quality Staffing
52. 2/24/2016 Future Ready Learners
53. 2/25/2016 DELAC Meeting
54. 2/26/2016 Urban Alliance Healthcare Expo
55. 3/1/2016 Executive Cabinet
56. 3/2/2016 Volunteer Orientation
57. 3/2/2016 Future Ready Learners
58. 3/3/2016 Superintendent/Student Advisory
59. 3/3/2016 District Advisory Council
60. 3/4/2016 Volunteer Orientation
61. 3/6/2016 Volunteer Orientation
62. 3/7/2016 21st Century Community & Partnerships
63. 3/7/2016 Vision 20/20
64. 3/8/2016 Community Liaison Meeting
65. 3/8/2016 Executive Cabinet
66. 3/9/16 DELAC
67. 3/14/2016 21st Century Community & Partnerships
68. 3/17/2016 21st Century Community & Partnerships
69. 3/17/2016 Special Education Parent Training
70. 3/17/2016 21st Century Community & Partnerships
71. 3/19/2016 21st Century Community & Partnerships
72. 3/21/16 Foster Youth Task Force
73. 3/21/2016 High Quality Staffing
74. 3/22/2016 Executive Cabinet
75. 3/22/2016 Title III Meeting
76. 3/23/2016 Foster Youth Advisory Meeting
77. 3/23/2016 First Class Facilities
78. 3/23/16 PTA Training
79. 4/4/2016 21st Century Community & Partnerships
80. 4/5/2016 Executive Cabinet
81. 4/11/2016 Future Ready Learners
82. 4/11/2016 21st Century Community & Partnerships
83. 4/11/2016 First Class Facilities
84. 4/12/2016 Future Ready Learners
85. 4/12/2016 Executive Cabinet
86. 4/15/2016 Future Ready Learners

11. Continue to integrate technology into units of study
12. Improve data collection, but specifically data analysis in order to monitor the instructional program effectively

We are grateful to our community for their honest and reflective feedback.

87.	4/18/2016	Dinner With Data
88.	4/20/2016	Superintendent/Student Advisory
89.	4/21/16	DELAC
90.	4/25/2016	Superintendent/Student Advisory
91.	4/26/2016	Executive Cabinet
92.	4/27/16	Foster Youth Parent Presentation
93.	4/29/2016	High Quality Staffing
94.	5/2/2016	First Class Facilities
95.	5/3/2016	Executive Cabinet
96.	5/4/16	Foster Youth Task Force
97.	5/5/16	General Council
98.	5/9/2016	Vision 20/20
99.	5/9/2016	21st Century Community & Partnerships
100.	5/10/2016	Executive Cabinet
101.	5/13/2016	21st Century Community & Partnerships
102.	5/17/2016	Executive Cabinet
103.	5/18/2016	Future Ready Learners
104.	5/18/16	Foster Youth End of Year Banquet
105.	5/23/2016	High Quality Staffing
106.	5/23/2016	San Jacinto Difference Unveiling & Dinner
107.	5/24/2016	Executive Cabinet
108.	6/14/2016	Board of Education Presentation
109.	6/28/2016	Board of Education Approval

<p>Annual Update:</p> <p>Staff, parents, community partners and students were involved in the review and analysis of the LCAP Annual Update which began with a review of the LCAP process during the 2015-16 school year, district data, as well as expenditures. Stakeholders reviewed quantitative data, which included current benchmark data, ELA and math proficiency and pass rates, two years worth of AMAO results, specifically, CELDT scores, 2014-2015 EAP results, two years worth of graduation rates, as well as a variety of CCR indicators and the California Healthy Kids Survey results. Action groups discussed the data and brainstormed ideas to support the revision of the 2016-17 LCAP. They analyzed the current implementation plan, determining strengths and weaknesses in alignment and implementation. After this extensive feedback was collected and analyzed, common themes and suggestions were determined, leading to preliminary planning of the 2016-2017 LCAP.</p>	<p>Annual Update:</p> <p>After conducting approximately four action group meetings per month and surveying hundreds of stakeholders, the following input was collected by all stakeholders:</p> <ol style="list-style-type: none"> 1. Consolidate existing 7 goals into 4: Future Ready Learners, High Quality Staffing, First Class Facilities, 21st Century Communication and Partnerships. 2. Focus 2016-17 academic professional development on ELA/ELD literacy, intervention and math, specifically Number Talks Project-Based Learning. Provide specific professional development in the areas of NGSS, and secondary grading practices. 3. Implement a strong district-wide Rtl program to intervene at the earliest age possible. 4. Continue to grow specific parent advisory groups for Special Education, African American, Native American, English Learners and Foster Youth. 5. Provide professional development opportunities that concentrate on developing district-wide stakeholder leadership capacity. 6. Continue to focus on improving communication. 7. Continue to focus on school safety.
---	---

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and

each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite

level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	<p><u>1. Increase Cohort Graduation Rate:</u></p> <ul style="list-style-type: none"> • 2012-13 All-81.6%; AA-75.6%; Hisp.-82.5%; White-80.8%; EL-68.4%; Sp. Ed.-50.0% • 2013-14 All-86.6%; AA-78.7%; Hisp.-87.1%; White-88.5%; EL-79.2%; Sp. Ed.-65.8%; AI-83.3% • 2014-15 All-87.5%; AA-81.0%; Hisp.-87.2%; White-90.6%; EL-82.9%; Sp. Ed.-65.9%; AI-75.0% • 2015-16 TBD <p><u>2. Increase A-G Requirement completion:</u></p> <ul style="list-style-type: none"> • 2012-13 All-24.0%; AA-29.7%; Hisp-24.5%; White-16.7%; EL-1.8%; Sp. Ed. 0% • 2013-14 All-32.8%; AA-30.0%; Hisp-31.0%; White-36.8%; EL-8.3%; Sp. Ed. 0% • 2014-15 All-35.4%; AA-32.3%; Hisp-38.8%; White-39.2%; EL-0.0%; Sp. Ed. 1.5%; AI 55.6% • 2015-2016 TBD <p><u>3. Increase % of students achieving “College Ready” status on Early Assessment Program (EAP) exam:</u></p>	

- 2012-13 ELA - 3% Math - 0%
- 2013-14 ELA - 11% Math - 2%
- 2014-15:
 - ELA All- 9%; AA- 5%; Hisp- 7%; White- 20%; EL- 4%; Sp. Ed. 4%; AI- N/A
 - Math All- 2%; AA- 0%; Hisp- 1%; White- 10%; EL- 0%; Sp. Ed. 0%; AI- N/A
- 2015-16
 - ELA-TBD
 - Math -TBD

4. Increase % of students achieving “Conditionally Ready” status on Early Assessment Program (EAP) exam:

- 2012-13 ELA - 12% Math - 43%
- 2013-14 ELA - 10% Math - 35%
- 2014-15:
 - ELA All- 26%; AA- 25%; Hisp- 24%; White- 35%; EL- 16%; Sp. Ed. 2%; AI- N/A
 - Math All- 15%; AA- 13%; Hisp- 12%; White- 21%; EL- 6.0%; Sp. Ed. 2%; AI- N/A
- 2015-16: TBD

5. Increase Career Technical Education (CTE) participation rate:

- 2013-14 18.1%
- 2014-15 22.3%
- 2015-16 42.2%

6. Increase SAT participation rates:

- 2013-14 38.3%
- 2014-15 38.0%
- 2015-16 TBD

7. Early Literacy using DIBELS (Dynamic Indicators of Basic Early Literacy Skills):

2015-16: *(3rd qtr.)*

- Grade 1 All-83.4%; AA-80.0%; Hisp- 80.7%; White- 52.2%; EL- 78.4%; Sp. Ed. 47.3%; AI 77.3%
- Grade 2 All-54.1%; AA-41.0%; Hisp- 53.4%; White- 58%; EL- 54.0%; Sp. Ed. 21.8%; AI 53.3%
- Grade 3 All-45.0%; AA-52.4%; Hisp- 42.5%; White- 47%; EL- 38.0%; Sp. Ed. 19.1%; AI 42.4%

8. Increase % of students participating in Advanced Placement (AP) tests:

- 2011-12 21.7% (Gr.11-12)
- 2012-13 21.8% (Gr.11-12)
- 2013-14 8.8% (Gr. 9-12)
- 2014-15 11.8% (Gr. 9-12)
- 2015-16 TBD

9. Increase Advanced Placement (AP) pass rate:

- 2011-12 45.4%
- 2012-13 36.6%
- 2013-14 48.8%
- 2014-15 47.0%
- 2015-16 TBD

10. Increase % of 3rd graders reading proficiently, as determined by CAASPP:

- 2014-15: All - 24.2%; AA - 3.8%; Hisp- 7.6%; White - 12.2%; EL - 0.6%; Sp. Ed. - 3.7%; AI- 41%
- 2015-16: TBD

11. Increase % of 5th graders scoring proficiently in the area of math, as determined by CAASPP:

- 2014-15: All - 6.9%; AA - 2.1%; Hisp - 5.4%; White - 11.5%; EL - 0.0%; Sp. Ed. - 1.3%; AI- 7%
- 2015-16: TBD

12. Increase % of 8th graders passing Math 1 with a grade of "C" or better:

- 2014-15: All - 85.8%; AA-74.1%;Hisp- 69.2%; White-64.5%; EL- 66.6%; Sp. Ed.-40% (**Alg. 1**)
- 2015-16: All - 83.0%; AA-100%; Hisp- 97.4%; White- 95%; EL- 0%; Sp. Ed.-.100%; AI-100% (**1st sem**)

13. Increase % of 8th graders passing Math 8 with a grade of “C” or better:

- 2014-15: All – 63.3%; AA-62.5%; Hisp-70.5%; White-66.6%; EL-71.4%; Sp. Ed.-71.4%
- 2015-16: All – 48.0%; AA-52.9%; Hisp-78.6%; White-80%; EL-57.8%; Sp. Ed.-56.6%; AI-62.5% *(1st sem)*

14. Decrease % of 6th graders failing Math.

- 2014-15: All – 8.4%; AA-10.7%; Hisp-4%; White- 3.3%; EL- 9.4%; Sp. Ed.- 5%
- 2015-16: All – 9.0%; AA- 6.8%; Hisp-4.5%; White- 1.8%; EL- 5.5%; Sp. Ed.- 6.4%; AI-0% *(1st sem)*

15. Decrease % of 6th graders failing ELA.

- 2014-15: All –10.8%; AA-0%; Hisp-7.95%; White-5.8%; EL-21.7%; Sp. Ed.-4.7%; FY – n/a
- 2015-16: All –14.1%; AA-16.6%; Hisp-9.2%; White-8.9%; EL-31.7%; Sp. Ed.-13.7%; AI-18.2% *(1st sem)*

16. AMAO #1-Increase individual student CELDT score growth, by one year’s growth:

- 2013-2014- 56.4%
- 2014-2015- 57.1%
- 2015-16 53.8% (estimate)

17. AMAO #2-Increase EL students, less than five years, meeting proficiency on standardized exams (reclassification):

- 2013-2014: 23.9%- Less than 5 Years Cohort & 45.4%- 5 Years or More Cohort
- 2014-2015: 25.9%- Less than 5 Years Cohort & 45.4%- 5 Years or More Cohort
- 2015-2016: 24.5 (est.)-Less than 5 Years Cohort & 40.7% (est.)-5 Years or More Cohort

18. AMAO#3-Increase overall district performance for EL subgroup on CAASPP:

- 2013-2014- 45.4%
- 2014-2015- N/A
- 2015-16: N/A

19. Decrease High School Drop Out Rate:

- 2013-14 All-5.0%; AA-2.1%; Hisp-5.1%; White-4.4%; EL-10.4%; Sp. Ed.-10.5%
- 2014-15 All-4.4%; AA-6.9%; Hisp-4.7%; White-3.8%; EL-6.2%; Sp. Ed.-6.8%; AI-0%
- 2015-16 TBD

	<p><u>20. Increase FAFSA Completion Rate:</u></p> <ul style="list-style-type: none"> • 2014-15 82.2% • 2015-16 78.5% 	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p><u>1. Increase cohort graduation rate.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 1% 87.5% to 88.5% • Spec. Ed: Increase by 3% 65.9% to 68.9% • AI: Increase by 3% 75.0% to 78.0% • AA: Increase by 3% 81.0% to 84.0% • EL: Increase by 3% 82.9% to 85.9% <p><u>2. A-G completion will increase.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 2% 35.4% to 37.4% • AA: Increase by 4% 32.3% to 36.3% • EL increase by 3% .0% to 3.0% <p><u>3. Increase % students achieving “College Ready” on the EAP in ELA.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 3% 9.0% to 11.0% • AA: Increase by 4% 5.0% to 9.0% • Hisp: Increase by 4% 7.0% to 11.0% • EL: Increase by 4% 4.0% to 8.0% • Sped: Increase by 1% 4.0% to 5.0% 	

4. Increase % students achieving “Conditionally College Ready” on the EAP in ELA.

- Overall: Increase by 3% 26.0% to 29.0%
- AA: Increase by 4% 25.0% to 29.0%
- Hisp: Increase by 5% 24.0% to 29.0%
- EL: Increase by 3% 16.0% to 19.0%
- Sped: Increase by 3% 2.0% to 5.0%

5. Increase % of students achieving “College Ready” on the EAP in Math.

- Overall: Increase by 6% 2.0% to 8.0%
- AA: Increase by 5% 0.0% to 5.0%
- Hisp: Increase by 6% 1.0% to 7.0%
- EL: Increase by 2% 0.0% to 2.0%
- Sped: Increase by 2% 0.0% to 2.0%

6. Increase % of students achieving “Conditionally College Ready” on the EAP in Math.

- Overall: Increase by 6% 15.0% to 21.0%
- AA: Increase by 6% 13.0% to 19.0%
- Hisp: Increase by 7% 12.0% to 19.0%
- EL: Increase by 2% 6.0% to 8.0%
- Sped: Increase by 2% 2.0% to 4.0%

7. Increase CTE participation rate.

- Overall: Increase by 1% 42.2% to 43.2%

8. Increase SAT/ACT participation rate. SAT/ACT participation rates will increase .25%.

- Overall: Increase by .25% 38% to 38.25%

9. Increase % of students meeting proficiency as determined by DIBELS (Dynamic Indicator of Basic Early Literacy Skills).

- Overall:
 - Grade 1, Increase by 5% 83.4% to 88.4%
 - Grade 2, Increase by 5% 54.1% to 59.1%
 - Grade 3, Increase by 5% 45.0% to 50.0%
- AI:
 - Grade 1, Increase by 6% 77.3% to 83.3%
 - Grade 2, Increase by 6% 41.0% to 47.0%

- Grade 3, Increase by 6% 52.4% to 58.4%
- EL:
 - Grade 1, Increase by 7% 78.4% to 85.4%
 - Grade 2, Increase by 7% 54.0% to 61.0%
 - Grade 3, Increase by 7% 38.0% to 45.0%
- AA:
 - Grade 1, Increase by 6% 80.0% to 86.0%
 - Grade 2, Increase by 10% 53.3% to 63.3%
 - Grade 3, Increase by 10% 42.4% to 52.4%
- Hisp:
 - Grade 1, Increase by 6% 80.7% to 86.7%
 - Grade 2, Increase by 10% 53.4% to 63.4%
 - Grade 3, Increase by 10% 42.5% to 52.5%
- Sp. Ed:
 - Grade 1, Increase by 6% 47.3% to 53.3%
 - Grade 2, Increase by 10% 21.8% to 31.8%
 - Grade 3, Increase by 10% 19.1% to 29.1%

10. Increase AP participation rate.

- Overall: Increase by 2% 11.8% to 13.8%

11. Increase AP exam pass rate.

- Overall: Increase by 2% 47.0% to 49.0%

12. Increase % of 3rd Graders reading proficiently, as determined by CAASPP:

- Overall: Increase by 10% 24.2% to 34.2%
- EL: Increase by 10% 1.0% to 11.0%
- AA: Increase by 30% 3.8% to 33.8%
- Hisp: Increase by 20% 7.6% to 27.6%
- Sp. Ed: Increase by 20% 3.7% to 23.7%

13. Increase the % of 5th graders scoring proficiently in the area of math, as determined by CAASPP.

- Overall: Increase by 20% 6.9% to 26.9%
- EL: Increase by 10% 0.0% to 10.0%
- AA: Increase by 20% 2.1% to 22.1%
- Hisp: Increase by 20% 5.4% to 25.4%
- Sp. Ed: Increase by 10% 1.3% to 11.3%

14. Increase the % 8th graders who pass Math 1 or Math 8 with a grade of C or better.

- Overall: Increase by 10% 65.5% to 75.5%
- EL: Increase by 20% 29.0% to 49.0%
- Sp. Ed: Increase by 20% 6.3% to 26.3%

15. Decrease the % of 6th Graders Failing Math.

- Overall: Decrease by 4% 9.0% to 5.0%
- Hispanic: Decrease by 2% 4.5% to 2.5%
- Spec. Ed: Decrease by 4% 6.4% to 2.4%
- AA: Decrease by 4% 6.8% to 2.8%
- EL: Decrease by 4% 5.5% to 1.5%

16. Decrease the % of 6th Graders Failing ELA.

- Overall: Decrease by 10% 14.1% to 4.1%
- Hispanic: Decrease by 5% 9.2% to 4.2%
- White: Decrease by 5% 8.9% to 3.9%
- Spec. Ed: Decrease by 10% 13.7% to 3.7%
- AI: Decrease by 10% 18.2% to 8.2%
- EL: Decrease by 20% 31.7% to 11.7%
- AA: Decrease by 10% 16.6% to 6.6%

17. AMAO #1- Increase Individual Student CELDT scores (1 years growth) by 4%.

- 53.8% (estimate) to 57.8%

18. AMAO #2-Increase # of EL students who meet proficiency on standardized exams (reclassification) by 5%.

- 24.5% (estimate) to 29.5% *less than 5 years*
- 40.7% (estimate) to 45.7% *5 years of more*

19. AMAO #3-TBD: Establish Baseline % for Overall District Performance for EL subgroup using CAASPP.

- TBD

20. Decrease % of High School Dropout by .4%.

- 4.4% to 4.0%

21. Increase FAFSA Completion Rate by 3%.

- 78.5% to 81.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Support Reading Complex Text and Literacy Across the District.</p> <ul style="list-style-type: none"> • Guided Reading • Close Reading • ELA/ELD Textbook adoption • ERWC • Accelerated Reader • Raising a Reader • New Teacher Academy (July/August) • Teacher Academic Academy (yearlong) • Author Days • Instructional Reviews • 3 TOSA: 2-ELA and 1 Literacy 	<p>Guided Rdg: tk-5</p> <p>Close Rdg: tk-12</p> <p>text adopt: tk-12</p> <p>ERWC: 8-12</p> <p>AR: tk-8</p> <p>Raise Rdr: K</p> <p>Author Days: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,621,471.12 LCFF 0707</p> <p>\$100,000 Teacher Effectiveness Grant</p> <p>\$353,017 Title I</p> <p>\$60,000 Title I PD</p> <p>\$537,000 LCFF 0707</p>

<p>1.2 Support Writing Across the Curriculum.</p> <ul style="list-style-type: none"> • Teacher Leader Writing Training: Thinking Maps, Write From the Beginning and Beyond, Jane Schaeffer • History/Social Science Collaboration • Instructional Reviews • Turnitin Software • Typing Club • Spelling Bee • Conferences 	<p>T.M: tk-12</p> <p>Write From Beg: tk-8</p> <p>Jane Schaeffer: 9-12</p> <p>Turnitin: 6-12</p> <p>Typing Club: ?</p> <p>Spelling Bee: 3-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 Title I</p> <p>\$14,000 Title I PD</p> <p>\$38,750 LCFF</p>
<p>1.3 Support Math CA Standards Implementation District Wide.</p> <ul style="list-style-type: none"> • Math textbook adoption • MVP math training • Teacher math collaboration • Code.Org • Computer Science • Conferences • Materials • ECT's • 2 Math Tosa 	<p>Math text adopt: K-2, 6-8</p> <p>MVP math trng 9-12</p> <p>Tchr math collab: tk-12</p> <p>Code.Org: tk-12</p> <p>Comp. Sci: 6-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$59,200 Restricted Lottery</p> <p>\$26,000 Title I</p> <p>\$8,000 Title I PD</p> <p>\$100,300 LCFF 0701</p> <p>\$545,000 LCFF 0707</p>

<p>1.4 Support the Implementation of NGSS District Wide.</p> <ul style="list-style-type: none"> • Secondary collaboration • Elementary NGSS • NGSS/Science textbooks • Science Fair • NGSS PD • NGSS Materials • Elementary/Secondary STEM/STEAM schools: MVMS-\$25k, DZA-\$15k, Est-\$15k • Project Lead the Way: SJHS-\$20k 	<p>Sec collab: 6-12</p> <p>Elem NGSS: tk-5</p> <p>Sci text: tk-12</p> <p>Sci Fair: tk-12</p> <p>NGSS PD: tk-12</p> <p>NGSS Mat: tk-12</p> <p>MVMS: 6-8 \$25,000</p> <p>DeAnza: TK-5 \$15,000</p> <p>Estudillo: TK-5 \$15,000</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000 Restricted Lottery 6300</p> <p>\$6,000 Title I</p> <p>\$30,000 Title I PD 605 3010</p> <p>\$101,250 LCFF 0701</p> <p>\$55,000 LCFF Sites</p>
---	---	--	--

<p>1.5 Implement District-Wide Tutoring Opportunities and Support for Struggling Learners.</p> <ul style="list-style-type: none"> • ASES • SES/Intervention teachers • Specialized African American tutoring • Specialized Native American tutoring • AP/IB tutoring • EL tutoring 	<p>ASES: tk-8 SES/Inter. tchrs: tk-5 AA tutoring: tk-12 NA tutoring: tk-12 AP/IB tutoring: 10-12 EL tutoring: tk-12 Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$397,000 Title I SES 603 3010 \$12,000 LCFF 0701 //// \$933,000 ASES 6010</p>
<p>1.6 Support Visual and Performing Arts District-Wide</p> <ul style="list-style-type: none"> • Music curriculum • Music equipment • Fieldtrip opportunities 	<p>Music Materials: tk-12 Mariachi: elementary Fieldtrips: tk-12 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$55,000 LCFF 0701</p>

<p>1.7 Support District-Wide Acceleration.</p> <ul style="list-style-type: none"> • Dual Enrollment • Concurrent Enrollment • GATE • PSAT • History Day • Academic Decathlon • D.O.K. PD • IB Expansion • Middle School Spanish teacher • Dual Immersion 	<p>Dual Enroll: 11-12</p> <p>Con. Enroll: 11-12</p> <p>GATE: tk-12</p> <p>PSAT: 8-10</p> <p>History Day: tk-12</p> <p>Acad. Dec: 9-12</p> <p>D.O.K. PD: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$127,000 Restricted Lottery 6300</p> <p>\$134,720 LCFF 0701</p>
<p>1.8 Support Implementation and Expansion of Rtl.</p> <ul style="list-style-type: none"> • Read 180 / System 44 • Imagine Learning • DIBELS • Rtl Taskforce • TenMarks/Math XL • Restart Classes • Summer School • Standard Based Grading 	<p>Rd 180: tk-12</p> <p>System 44: ?</p> <p>IL: 2-5</p> <p>DIBELS: ?</p> <p>Rtl TF: tk-6</p> <p>TenMarks/Math XL: 6-12</p> <p>Restart Classes: 9-12</p> <p>Standard Based Grades 6-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$134,000 Title I 3010</p> <p>\$45,500 Title I PD 605 3010</p> <p>\$672,000 LCFF 0701</p>

<p>1.9 Support Distance Learning Opportunities.</p> <ul style="list-style-type: none"> • Edgenuity - Middle School Advancement • APEX • CTE online courses • PD • Extra Duty • Virtual Academy - MVHS • Hardware purchases 	<p>Edgenuity: 6-12</p> <p>APEX: 9-12</p> <p>Telepres: 9-12</p> <p>PD: 6-12</p> <p>Extra Duty: 6-12</p> <p>Virt Acad: 6-12</p> <p>Hardware purchases 6-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$26,000 LCFF 0707</p> <p>\$8,000 Title I PD</p> <p>\$101,000 LCFF 0701</p> <p>\$500,000 Private Donation</p>
<p>1.10 Support and Expand CTE Opportunities.</p> <ul style="list-style-type: none"> • CTE teachers • CTE supplies/materials • CCPT Nursing grant • Aquaponics/Environmental Pathway Support: MVHS-\$15k • Fieldtrips • Project Lead the Way (PLTW) • Director ASES/CTE 	<p>CTE mat: tk-12</p> <p>CCPT: 10-12</p> <p>PLTW: 6-12</p> <p>FT: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$74,800 Restricted Lottery 6300</p> <p>\$104,000 LCFF 0701</p> <p>\$160,000 CCPT Grant</p>

<p>1.11 Support TK Preschool Opportunities.</p> <ul style="list-style-type: none"> • Textbook adoption • Vertical articulation • ELD Support • TK Instructional Network 	<p>Text adopt: tk/pre</p> <p>Vert. artic: pre-K</p> <p>ELD-pre</p> <p>Grades: TK, K</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (Head Start Preschool and State Preschool programs)</p>	<p>\$3,000 Title III 4203</p> <p>\$24,000 LCFF 0701</p>
<p>1.12 Support the Implementation of AVID District-Wide.</p> <ul style="list-style-type: none"> • AVID articulation • AVID contracts • Materials/Supplies • Training • AVID Tutors 	<p>AVID artic: tk-12</p> <p>AVID cont: tk-12</p> <p>Mat: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (At-risk youth; 1st generation college bound)</p>	<p>\$8,000 Title I PD 605 3010 ////</p> <p>\$145,000 LCFF 0701////</p> <p>\$110,000 LCFF Sites</p>

<p>1.13 Provide Specialized Support for English Learner Students.</p> <ul style="list-style-type: none"> • ELD Consultant contract for DSLT • AVID Excel/3D • AVID Excel College Trip • AVID Excel Summer Bridge program • DELAC • Title III Committee • EL recognitions • Mango • Materials/Supplies • PD • EL TOSA 	<p>ELD Consultant:</p> <p>AVID Excel/3D:</p> <p>AVID Excel College Trip:</p> <p>AVID Excel Summer Bridge program</p> <p>DELAC:</p> <p>Title III Committee:</p> <p>EL Recognitions:</p> <p>Into the Future:</p> <p>Mango:</p> <p>Materials/Supplies:</p> <p>PD:</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$41,750 Title I 3010</p> <p>\$61,000 Title III</p> <p>\$57,450 LCFF 0701</p> <p>\$85,000 LCFF 0707</p>
---	---	---	--

<p>1.14 Provide Specialized Support for African American Students.</p> <ul style="list-style-type: none"> • College Bound • Enrichment Academy • Fieldtrips • Student clubs/activities • Black History Month 	<p>College Bound: 3-12</p> <p>Enrichment Academy: tk-12</p> <p>Fieldtrips: tk-12</p> <p>Student clubs/activities: tk-12</p> <p>Black History Month: TK-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$81,000 LCFF 0701</p>
<p>1.15 Provide Specialized Support for Native American Students.</p> <ul style="list-style-type: none"> • Fieldtrips • Enrichment academy • Student clubs and activities 	<p>F.T: tk-12</p> <p>Enrich acad: tk-12</p> <p>Stud. clubs/activ: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$22,000 LCFF 0701</p>
<p>1.16 Provide Specialized Support for Foster Youth Students.</p> <ul style="list-style-type: none"> • Foster Youth Monitoring • Materials and Supplies • Fieldtrips • PD 	<p>FY Monit: tk-12</p> <p>Materials: tk-12</p> <p>FT: tk-12</p> <p>PD: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$40,851.39 SPCS-0008 LCFF 0707</p>

<p>1.17 Provide Specialized Support for Special Education Students.</p> <ul style="list-style-type: none"> • EHRMS services • Mod/Severe curriculum and assessment materials • Mild/Mod curriculum • Behavior Specialist • Boys Town curriculum/training • Rtl program development • APE equipment • Class Size Reduction • RBT (Registered Behavior Technicians) • Recreational and Community Activities (CBI/Mod/Severe, eg: bowling, dancer's studio, groceries, prom) • Assistive Technology Equipment (ATE) 	<p>EHRMS services</p> <p>Mod/Severe curriculum and assessment</p> <p>Mild/Mod curriculum</p> <p>Behavior Specialist</p> <p>Rtl program development</p> <p>APE equipment</p> <p>Class Sized Reduction</p> <p>RBT (Registered Behavior Technicians)</p> <p>Recreational and Community Activities</p> <p>Assistive Technology Equipment (ATE)</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SPED resource codes</p> <p>LCFF-0707: \$1,176,200.00</p>
---	---	---	---

<p>1.18 Support Student Learning Through the Integration of Technology.</p> <ul style="list-style-type: none"> • Destiny • Chromebook Warrior Certification • GoGuardian • PD • Haiku • Elibrary • Hardware replacement & repairs • Hardware purchases • Educational Technology Coordinator 	<p>Destiny: tk-12</p> <p>Chromebook Warrior Certification ???</p> <p>GoGuardian: ???</p> <p>PD: tk-12</p> <p>Haiku: tk-12</p> <p>Elibrary: tk-8</p> <p>Hardware replacement & repairs: tk-12</p> <p>Hardware purchases: tk-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$44,868 Title I PD 605 3010</p> <p>\$193,500 LCFF 4701</p> <p>\$150,000 Mandated Costs</p>
--	---	---	--

<p>1.19 Implement Assessment Strategies to Inform Instruction.</p> <ul style="list-style-type: none"> • DAC • Amplify • SARC's • ESGI • OARS • Key Data • District Benchmark Development • Assessment Copies • PFT • CAASPP Support • GATE • CELDT • digiCOACH • Program Improvement 	<p>DAC: tk-12</p> <p>Amplify: tk-12</p> <p>SARC's: tk-12</p> <p>ESGI: tk-2</p> <p>OARS: tk-12</p> <p>Key Data: tk-12</p> <p>District Benchmark Development: tk-12</p> <p>Assessment Copies: tk-12</p> <p>PFT: 5th, 9th</p> <p>CAASPP Support: 3-8 & 11th</p> <p>GATEtk-12:</p> <p>CELDT: tk-12</p> <p>digiCOACH: tk-12</p> <p>Program Improvement: tk-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$31,000 Title I 3010</p> <p>\$40,000 Title III 4203</p> <p>\$217,700 LCFF 0701</p> <p>\$17,000 Teacher Effectiveness Grant</p>
--	--	---	--

<p>1.20 Support TK-12 Comprehensive School Counseling Program.</p> <ul style="list-style-type: none"> • Naviance • PD • Materials/Supplies • Consultant • Counselors: 1 additional Elementary Counselor & 1 lead counselor • High school counseling clerk hours 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$170,000 SPCS-0008 LCFF 0707</p>
---	-------------------------------------	--	--

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>1. Increase cohort graduation rate.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 1% 88.5% to 89.5% • Spec. Ed: Increase by 3% 68.9% to 71.9% • AI: Increase by 3% 78.0% to 81.0% • AA: Increase by 3% 84.0% to 87.0% • EL: Increase by 3% 85.9% to 88.9% <p><u>2. A-G completion will increase.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 2% 37.4% to 39.4% • AA: Increase by 4% 36.3% to 40.3% • EL increase by 3% 3.0% to 6.0% <p><u>3. Increase % students achieving “College Ready” on the EAP in ELA.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 3% 12.0% to 14.0% • AA: Increase by 4% 9.0% to 13.0% • Hisp: Increase by 4% 11.0% to 15.0% • EL: Increase by 4% 8.0% to 12.0% • Sped: Increase by 1% 5.0% to 6.0% <p><u>4. Increase % students achieving “Conditionally College Ready” on the EAP in ELA.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 3% 29.0% to 32.0% • AA: Increase by 4% 29.0% to 32.0% • Hisp: Increase by 5% 29.0% to 34.0% • EL: Increase by 3% 19.0% to 22.0%
--	---

- Sped: Increase by 3% 5.0% to 8.0%

5. Increase % of students achieving “College Ready” on the EAP in Math.

- Overall: Increase by 6% 8.0% to 14.0%
- AA: Increase by 5% 5.0% to 10.0%
- Hisp: Increase by 6% 7.0% to 13.0%
- EL: Increase by 2% 2.0% to 4.0%
- Sped: Increase by 2% 2.0% to 4.0%

6. Increase % of students achieving “Conditionally College Ready” on the EAP in Math.

- Overall: Increase by 6% 21.0% to 27.0%
- AA: Increase by 6% 19.0% to 25.0%
- Hisp: Increase by 7% 19.0% to 26.0%
- EL: Increase by 2% 8.0% to 10.0%
- Sped: Increase by 2% 4.0% to 6.0%

7. Increase CTE participation rate.

- Overall: Increase by 1% 43.2% to 44.2%

8. Increase SAT/ACT participation rate. SAT/ACT participation rates will increase .25%.

- Overall: Increase by .25% 38.25% to 38.50%

9. Increase % of students meeting proficiency as determined by DIBELS (Dynamic Indicator of Basic Early Literacy Skills).

- Overall:
 - Grade 1, Increase by 5% 88.4% to 93.4%
 - Grade 2, Increase by 5% 59.1% to 64.1%
 - Grade 3, Increase by 5% 50.0% to 55.0%
- AI:
 - Grade 1, Increase by 6% 83.3% to 89.3%
 - Grade 2, Increase by 6% 47.0% to 53.0%
 - Grade 3, Increase by 6% 58.4% to 64.4%
- EL:
 - Grade 1, Increase by 7% 85.4% to 92.4%
 - Grade 2, Increase by 7% 61.0% to 68.0%
 - Grade 3, Increase by 7% 45.0% to 52.0%
- AA:

- Grade 1, Increase by 6% 86.0% to 92.0%
- Grade 2, Increase by 10% 63.3% to 73.3%
- Grade 3, Increase by 10% 52.4% to 62.4%
- Hisp:
 - Grade 1, Increase by 6% 86.7% to 92.7%
 - Grade 2, Increase by 10% 63.4% to 73.4%
 - Grade 3, Increase by 10% 52.5% to 62.5%
- Sp. Ed:
 - Grade 1, Increase by 6% 53.3% to 59.3%
 - Grade 2, Increase by 10% 31.8% to 41.8%
 - Grade 3, Increase by 10% 29.1% to 39.1%

10. Increase AP participation rate.

- Overall: Increase by 2% 13.8% to 15.8%

11. Increase AP exam pass rate.

- Overall: Increase by 2% 49.0% to 51.0%

12. Increase % of 3rd Graders reading proficiently, as determined by CAASPP:

- Overall: Increase by 10% 34.2% to 44.2%
- EL: Increase by 10% 11.0% to 21.0%
- AA: Increase by 30% 33.8% to 63.8%
- Hisp: Increase by 20% 27.6% to 47.6%
- Sp. Ed: Increase by 20% 23.7% to 43.7%

13. Increase the % of 5th graders scoring proficiently in the area of math, as determined by CAASPP.

- Overall: Increase by 20% 26.9% to 46.9%
- EL: Increase by 10% 10.0% to 20.0%
- AA: Increase by 20% 22.1% to 42.1%
- Hisp: Increase by 20% 25.4% to 45.4%
- Sp. Ed: Increase by 10% 11.3% to 21.3%

14. Increase the % 8th graders who pass Math 1 or Math 8 with a grade of C or better.

- Overall: Increase by 10% 75.5% to 85.5%
- EL: Increase by 20% 49.0% to 69.0%
- Sp. Ed: Increase by 20% 26.3% to 46.3%

15. Decrease the % of 6th Graders Failing Math.

- Overall: Decrease by 3% 5.0% to 2.0%
- Hispanic: Decrease by 1% 2.5% to 1.5%
- Spec. Ed: Decrease by 1% 2.4% to 1.4%
- AA: Decrease by 1% 2.8% to 1.8%
- EL: Decrease by .5% 1.5% to 1.0%

16. Decrease the % of 6th Graders Failing ELA.

- Overall: Decrease by 2% 4.1% to 2.1%
- Hispanic: Decrease by 2% 4.2% to 2.2%
- White: Decrease by 2% 3.9% to 1.9%
- Spec. Ed: Decrease by 2% 3.7% to 1.7%
- AI: Decrease by 5% 8.2% to 3.2%
- EL: Decrease by 8% 11.7% to 3.7%
- AA: Decrease by 4% 6.6% to 2.6%

17. AMAO #1- Increase Individual Student CELDT scores (1 years growth) by 4%.

- 57.8% (estimate) to 61.8%

18. AMAO #2-Increase # of EL students who meet proficiency on standardized exams (reclassification) by 5%.

- 29.5% (estimate) to 34.5% *less than 5 years*
- 45.7% (estimate) to 50.7% *5 years of more*

19. AMAO #3-TBD: Establish Baseline % for Overall District Performance for EL subgroup using CAASPP.

- TBD

20. Decrease % of High School Dropout by .4%.

- 4.0% to 3.6%

21. Increase FAFSA Completion Rate by 3%.

- 81.5% to 84.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>1.1 Support Reading Complex Text and Literacy Across the District.</p> <ul style="list-style-type: none"> • Guided Reading • Close Reading • ELA/ELD Textbook adoption • ERWC • Accelerated Reader • Raising a Reader • New Teacher Academy (July/August) • Teacher Academic Academy (yearlong) • Author Days • Instructional Reviews 	<p>Guided Rdg: tk-5</p> <p>Close Rdg: tk-12</p> <p>text adopt: tk-12</p> <p>ERWC: 8-12</p> <p>AR: tk-8</p> <p>Raise Rdr: K</p> <p>Author Days: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,621,471.12 LCFF 0707</p> <p>\$100,000 Teacher Effectiveness Grant</p> <p>\$353,017 Title I</p> <p>\$60,000 Title I PD</p> <p>\$296,490 LCFF 0707</p>
<p>1.2 Support Writing Across the Curriculum.</p> <ul style="list-style-type: none"> • Teacher Leader Writing Training: Thinking Maps, Write From the Beginning and Beyond, Jane Schaeffer • History/Social Science Collaboration • Instructional Reviews • Turnitin Software • Typing Club • Spelling Bee • Conferences 	<p>T.M: tk-12</p> <p>Write From Beg: tk-8</p> <p>Jane Schaeffer: 9-12</p> <p>Turnitin: 6-12</p> <p>Typing Club: ?</p> <p>Spelling Bee: 3-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 Title I</p> <p>\$14,000 Title I PD</p> <p>\$38,750 LCFF</p>

<p>1.3 Support Math CA Standards Implementation District Wide.</p> <ul style="list-style-type: none"> • Math textbook adoption • MVP math training • Teacher math collaboration • Code.Org • Computer Science curriculum • Conferences • Materials 	<p>Math text adopt: K-2, 6-8</p> <p>MVP math trng 9-12</p> <p>Tchr math collab: tk-12</p> <p>Code.Org: tk-12</p> <p>Comp. Sci: 6-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$59,200 Restricted Lottery</p> <p>\$26,000 Title I</p> <p>\$8,000 Title I PD</p> <p>\$100,300 LCFF</p>
---	--	--	--

<p>1.4 Support the Implementation of NGSS District Wide.</p> <ul style="list-style-type: none"> • Secondary collaboration • Elementary NGSS • NGSS/Science textbooks • Science Fair • NGSS PD • NGSS Materials • Elementary/Secondary STEM/STEAM schools: MVMS-\$25k, DZA-\$15k, Est-\$15k • Project Lead the Way: SJHS-\$20k 	<p>Sec collab: 6-12</p> <p>Elem NGSS: tk-5</p> <p>Sci text: tk-12</p> <p>Sci Fair: tk-12</p> <p>NGSS PD: tk-12</p> <p>NGSS Mat: tk-12</p> <p>MVMS: 6-8 \$25,000</p> <p>DeAnza: TK-5 \$15,000</p> <p>Estudillo: TK-5 \$15,000</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000 Restricted Lottery 6300</p> <p>\$6,000 Title I</p> <p>\$30,000 Title I PD 605 3010</p> <p>\$101,250 LCFF 0701</p> <p>\$55,000 LCFF Sites</p>
---	---	--	--

<p>1.5 Implement District-Wide Tutoring Opportunities and Support for Struggling Learners.</p> <ul style="list-style-type: none"> • ASES • SES/Intervention teachers • Specialized African American tutoring • Specialized Native American tutoring • AP/IB tutoring • EL tutoring 	<p>ASES: tk-8 SES/Inter. tchrs: tk-5 AA tutoring: tk-12 NA tutoring: tk-12 AP/IB tutoring: 10-12 EL tutoring: tk-12 Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$397,000 Title I SES 603 3010 \$12,000 LCFF 0701 //// \$933,000 ASES 6010</p>
<p>6. Support Visual and Performing Arts District-wide.</p> <ul style="list-style-type: none"> • ?Music curriculum • Music equipment • Mariachi after-school program • Fieldtrip oportunitites 	<p>Music Materials: tk-12 Mariachi: elementary Fieldtrips: tk-12 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$55,000 LCFF 0701</p>

<p>1.7 Support District-Wide Acceleration.</p> <ul style="list-style-type: none"> • Dual Enrollment • Concurrent Enrollment • GATE • PSAT • History Day • Academic Decathlon • D.O.K. PD • IB Expansion • Middle School Spanish teacher • Dual Immersion 	<p>Dual Enroll: 11-12</p> <p>Con. Enroll: 11-12</p> <p>GATE: tk-12</p> <p>PSAT: 8-10</p> <p>History Day: tk-12</p> <p>Acad. Dec: 9-12</p> <p>D.O.K. PD: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$127,000 Restricted Lottery 6300</p> <p>\$134,720 LCFF 0701</p>
<p>1.8 Support Implementation and Expansion of Rtl.</p> <ul style="list-style-type: none"> • Read 180 / System 44 • Imagine Learning • DIBELS • Rtl Taskforce • TenMarks/Math XL • Restart Classes • Summer School • Standard Based Grades 	<p>Rd 180: tk-12</p> <p>System 44: ?</p> <p>IL: 2-5</p> <p>DIBELS: ?</p> <p>Rtl TF: tk-6</p> <p>TenMarks/Math XL: 6-12</p> <p>Restart Classes: 9-12</p> <p>Standard Based Grades 6-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$134,000 Title I 3010</p> <p>\$45,500 Title I PD 605 3010</p> <p>\$672,000 LCFF 0701</p>

<p>1.9 Support Distance Learning Opportunities.</p> <ul style="list-style-type: none"> • Edgenuity - Middle School Advancement • APEX • CTE online courses • Telepresence • PD • Extra Duty • Virtual Academy - MVHS • Hardware purchases 	<p>Edgenuity: 6-12</p> <p>APEX: 9-12</p> <p>Telepres: 9-12</p> <p>PD: 6-12</p> <p>Extra Duty: 6-12</p> <p>Virt Acad: 6-12</p> <p>Hardware purchases 6-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$26,000 LCFF 0707</p> <p>\$8,000 Title I PD</p> <p>\$101,000 LCFF 0701</p> <p>\$500,000 Private Donation</p>
<p>1.10. Support and Expand CTE Opportunities.</p> <ul style="list-style-type: none"> • CTe teachers • CTE supplies/materials • CCPT Nursing grant • Aquaponics/Environmental Pathway Support: MVHS-\$15k • Fieldtrips • Project Lead the Way (PLTW) • Director ASES/CTE 	<p>CTE mat: tk-12</p> <p>CCPT: 10-12</p> <p>PLTW: 6-12</p> <p>FT: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$74,800 Restricted Lottery 6300</p> <p>\$104,000 LCFF 0701</p> <p>\$160,000 CCPT Grant</p>

<p>1.11. Support TK Preschool Opportunities.</p> <ul style="list-style-type: none"> • Textbook adoption • Vertical articulation • ELD Support • TK Instructional Network 	<p>Text adopt: tk/pre</p> <p>Vert. Artic: pre-K</p> <p>ELD: Pre</p> <p>Grades: TK, K</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (Head Start Preschool and State Preschool programs)</p>	<p>\$3,000 Title III 4203</p> <p>\$24,000 LCFF 0701</p>
<p>1.12. Support the Implementation of AVID District-wide.</p> <ul style="list-style-type: none"> • AVID Articulation • AVID Contracts • Materials/Supplies • Training • AVID Tutors 	<p>AVID artic: tk-12</p> <p>AVID cont: tk-12</p> <p>Mat: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (At-risk youth; 1st generation college bound)</p>	<p>\$8,000 Title 1 PD 605 3010 ////</p> <p>\$145,000 LCFF 0701////</p> <p>\$110,000 LCFF Sites</p>

<p>1.13 Provide Specialized Support for English Learner Students District-wide.</p> <ul style="list-style-type: none"> • ELD Consultant contract for DSLT • AVID Excel/3D • AVID Excel College Trip • AVID Excel Summer Bridge program • DELAC • Title III Committee • EL recognitions • Into the Future • Mango • Materials/Supplies • PD 	<p>ELD Consultant: AVID Excel/3D: AVID Excel College Trip: AVID Excel Summer Bridge Program: DELAC: Title III Committee: EL recognitions: Into the Future: Mango: Materials/Sup plies: PD: Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$41,750 Title I 3010 \$61,000 Title III \$57,450 LCFF 0701</p>
---	---	---	--

<p>1.14. Provide Specialized Support for African American Students.</p> <ul style="list-style-type: none"> • College Bound • Enrichment Academy • Fieldtrips • Student clubs/activities • Black History Month 	<p>College Bound: 3-12</p> <p>Enrichment Academy: tk-12</p> <p>Field trips: tk-12</p> <p>Student clubs/activities: tk-12</p> <p>Black History Month: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$81,000 LCFF</p>
<p>1.15. Provide Specialized Support for Native American Students.</p> <ul style="list-style-type: none"> • Fieldtrips • Enrichment academy • Student clubs and activities 	<p>Fieldtrips: tk-12</p> <p>Enrich acad: tk-12</p> <p>Stud clubs/activ: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$22,000 LCFF 0701</p>

<p>1.16. Provide Specialized Support for Foster Youth.</p> <ul style="list-style-type: none"> • Foster Youth Monitoring • Materials and Supplies • Fieldtrips • PD 	<p>Monit: tk-12</p> <p>Materials: tk-12</p> <p>Fieldtrips: tk-12</p> <p>PD: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$40,851.39</p> <p>SPCS-0008</p> <p>LCFF 0707</p>
<p>1.17. Provide Specialized Support for Special Education Services.</p> <ul style="list-style-type: none"> • EHRMS services • Mod/Severe curriculum and assessment materials • Mild/Mod curriculum • Behavior Specialist • Boys Town curriculum/training • Rtl program development • APE equipment • Class Size Reduction • RBT (Registered Behavior Technicians) • Recreational and Community Activities (CBI/Mod/Severe, e.g.: bowling, dancer's studio, groceries, prom) • Assistive Technology Equipment (ATE) 	<p>EHRMS services: tk-12</p> <p>Mod/Severe curriculum and assessment materials: tk-12</p> <p>Mild/Mod curriculum: tk-12</p> <p>Behavior Specialist: tk-12</p> <p>Boys Town curriculum/training: tk-12</p> <p>Rtl program development: tk-12</p> <p>APE equipment: tk-12</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SPED</p> <p>Resource codes</p> <p>LCFF-0707:</p> <p>\$1,176,200</p>

	<p>Class Size Reduction: tk-12</p> <p>RBT (Registered Behavior Technicians): tk-12</p> <p>Recreational and Community Activities: tk-12</p> <p>Assistive Technology Equipment (ATE): tk-12</p> <p>Grades: All</p>		
--	--	--	--

<p>1.18. Support Student Learning Through the Integration of Technology District-wide.</p> <ul style="list-style-type: none"> • Destiny • Chromebook Warrior Certification • GoGuardian • PD • Haiku • Elibrary • Hardware replacements & repairs • Hardware purchases • Educational Technology Coordinator 	<p>Destiny: tk-12</p> <p>Chromebook Warrior Certification:</p> <p>GoGuardian:</p> <p>PD: tk-12</p> <p>Haiku: tk-12</p> <p>Elibrary: tk-8</p> <p>Hardware replacement & repairs: tk-12</p> <p>Hardware purchases: tk-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$44,868 Title I PD</p> <p>\$193,500 LCFF 4701</p> <p>\$150,000 Mandated Costs</p>
--	--	---	---

<p>1.19. Implement Assessment Strategies to Inform Instruction.</p> <ul style="list-style-type: none"> • DAC • Amplify • SARC's • ESGI • OARS • Key Data • District Benchmark Development • Assessment Copies • PFT • CAASPP Support • GATE • CELDT • digiCOACH • Program Improvement 	<p>DAC: tk-12</p> <p>Amplify: tk-12</p> <p>SARC's: tk-12</p> <p>ESGI: tk-2</p> <p>OARS: tk-12</p> <p>Key Data: tk-12</p> <p>District Benchmark Development: tk-12</p> <p>Assessment Copies: tk-12</p> <p>PFT: 5th, 9th</p> <p>CAASPP Support: 3-8 & 11</p> <p>GATE: tk-12</p> <p>CELDT: tk-12</p> <p>digiCOACH: tk-12</p> <p>Program Improvement: tk-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$31,000 Title I 3010</p> <p>\$40,000 Title III 4203</p> <p>\$217,000 LCFF 0701</p> <p>\$17,000 Teacher Effectiveness Grant</p>
---	---	---	--

<p>1.20. Support TK-12 Comprehensive School Counseling Program.</p> <ul style="list-style-type: none"> • Naviance • PD • Materials/Supplies • Consultant • Elementary Counselor • High school counseling clerk hours 	<p>Naviance: 6-12 PD: tk-12 Materials/Supplies: tk-12 Consultant: Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$85,000 SPCS-0008 LCFF 0707</p>
--	---	---	-------------------------------------

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>1. Increase cohort graduation rate.</u></p>
	<ul style="list-style-type: none"> • Overall: Increase by 1% 89.5% to 90.5% • Spec. Ed: Increase by 3% 71.9% to 74.9% • AI: Increase by 3% 81.0% to 84.0% • AA: Increase by 3% 87.0% to 90.0% • EL: Increase by 3% 88.9% to 91.9%
	<p><u>2. A-G completion will increase.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 2% 39.4% to 41.4% • AA: Increase by 4% 40.3% to 44.3% • EL increase by 3% 6.0% to 9.0%
	<p><u>3. Increase % students achieving “College Ready” on the EAP in ELA.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 3% 14.0% to 17.0% • AA: Increase by 4% 13.0% to 17.0% • Hisp: Increase by 4% 15.0% to 19.0% • EL: Increase by 4% 12.0% to 16.0% • Sped: Increase by 1% 6.0% to 7.0%
	<p><u>4. Increase % students achieving “Conditionally College Ready” on the EAP in ELA.</u></p> <ul style="list-style-type: none"> • Overall: Increase by 3% 32.0% to 35.0% • AA: Increase by 4% 32.0% to 36.0% • Hisp: Increase by 5% 34.0% to 39.0% • EL: Increase by 3% 22.0% to 25.0%

- Sped: Increase by 3% 8.0% to 11.0%

5. Increase % of students achieving “College Ready” on the EAP in Math.

- Overall: Increase by 6% 14.0% to 20.0%
- AA: Increase by 5% 10.0% to 15.0%
- Hisp: Increase by 6% 13.0% to 19.0%
- EL: Increase by 2% 4.0% to 6.0%
- Sped: Increase by 2% 4.0% to 6.0%

6. Increase % of students achieving “Conditionally College Ready” on the EAP in Math.

- Overall: Increase by 6% 27.0% to 33.0%
- AA: Increase by 6% 25.0% to 31.0%
- Hisp: Increase by 7% 26.0% to 33.0%
- EL: Increase by 2% 10.0% to 12.0%
- Sped: Increase by 2% 6.0% to 8.0%

7. Increase CTE participation rate.

- Overall: Increase by 1% 44.2% to 45.2%

8. Increase SAT/ACT participation rate. SAT/ACT participation rates will increase .25%.

- Overall: Increase by .25% 38.50% to 38.75%

9. Increase % of students meeting proficiency as determined by DIBELS (Dynamic Indicator of Basic Early Literacy Skills).

- Overall:
 - Grade 1, Increase by 5% 93.4% to 98.4%
 - Grade 2, Increase by 5% 64.1% to 69.1%
 - Grade 3, Increase by 5% 55.0% to 60.0%
- AI:
 - Grade 1, Increase by 6% 89.3% to 95.3%
 - Grade 2, Increase by 6% 53.0% to 59.0%
 - Grade 3, Increase by 6% 64.4% to 70.4%
- EL:
 - Grade 1, Increase by 7% 92.4% to 99.4%
 - Grade 2, Increase by 7% 68.0% to 75.0%
 - Grade 3, Increase by 7% 52.0% to 59.0%
- AA:

- Grade 1, Increase by 6% 92.0% to 98.0%
- Grade 2, Increase by 10% 73.3% to 83.3%
- Grade 3, Increase by 10% 62.4% to 72.4%
- Hisp:
 - Grade 1, Increase by 6% 92.7% to 98.7%
 - Grade 2, Increase by 10% 73.4% to 83.4%
 - Grade 3, Increase by 10% 62.5% to 72.5%
- Sp. Ed:
 - Grade 1, Increase by 6% 59.3% to 65.3%
 - Grade 2, Increase by 10% 41.8% to 51.8%
 - Grade 3, Increase by 10% 39.1% to 49.1%

10. Increase AP participation rate.

- Overall: Increase by 2% 15.8% to 17.8%

11. Increase AP exam pass rate.

- Overall: Increase by 2% 51.0% to 53.0%

12. Increase % of 3rd Graders reading proficiently, as determined by CAASPP:

- Overall: Increase by 10% 44.2% to 54.2%
- EL: Increase by 10% 21.0% to 31.0%
- AA: Increase by 30% 63.8% to 93.8%
- Hisp: Increase by 20% 47.6% to 67.6%
- Sp. Ed: Increase by 20% 43.7% to 63.7%

13. Increase the % of 5th graders scoring proficiently in the area of math, as determined by CAASPP.

- Overall: Increase by 20% 46.9% to 66.9%
- EL: Increase by 10% 20.0% to 30.0%
- AA: Increase by 20% 42.1% to 62.1%
- Hisp: Increase by 20% 45.4% to 65.4%
- Sp. Ed: Increase by 10% 21.3% to 31.3%

14. Increase the % 8th graders who pass Math 1 or Math 8 with a grade of C or better.

- Overall: Increase by 10% 85.5% to 95.5%
- EL: Increase by 20% 69.0% to 89.0%
- Sp. Ed: Increase by 20% 46.3% to 66.3%

15. Decrease the % of 6th Graders Failing Math.

- Overall: Decrease by 1% 2.0% to 1.0%
- Hispanic: Decrease by 1% 1.5% to 0.5%
- Spec. Ed: Decrease by 1% 1.4% to 0.4%
- AA: Decrease by 1% 1.8% to 0.8%
- EL: Decrease by .5% 1.0% to 1.5%

16. Decrease the % of 6th Graders Failing ELA.

- Overall: Decrease by 1% 2.1% to 1.1%
- Hispanic: Decrease by 1% 2.2% to 1.2%
- White: Decrease by 1% 1.9% to 0.9%
- Spec. Ed: Decrease by 1% 1.7% to 0.7%
- AI: Decrease by 2% 3.2% to 1.2%
- EL: Decrease by 2% 3.7% to 1.7%
- AA: Decrease by 2% 2.6% to 0.6%

17. AMAO #1- Increase Individual Student CELDT scores (1 years growth) by 4%.

- 61.8% (estimate) to 65.8%

18. AMAO #2-Increase # of EL students who meet proficiency on standardized exams (reclassification) by 5%.

- 34.5% (estimate) to 39.5% *less than 5 years*
- 50.7% (estimate) to 55.7% *5 years of more*

19. AMAO #3-TBD: Establish Baseline % for Overall District Performance for EL subgroup using CAASPP.

- TBD

20. Decrease % of High School Dropout by .4%.

- 3.6% to 3.2%

21. Increase FAFSA Completion Rate by 3%.

- 84.5% to 87.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>1.1 Support Reading Complex Text and Literacy Across the District.</p> <ul style="list-style-type: none"> • Guided Reading • Close Reading • ELA/ELD Textbook adoption • ERWC • Accelerated Reader • Raising a Reader • New Teacher Academy (July/August) • Teacher Academic Academy (yearlong) • Author Days • Instructional Reviews 	<p>Guided Rdg: tk-5</p> <p>Close Rdg: tk-12</p> <p>text adopt: tk-12</p> <p>ERWC: 8-12</p> <p>AR: tk-8</p> <p>Raise Rdr: K</p> <p>Author Days: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,621,471.12 LCFF 0707</p> <p>\$100,000 Teacher Effectiveness Grant</p> <p>\$353,017 Title I</p> <p>\$60,000 Title I PD</p> <p>\$296,490 LCFF 0707</p>
<p>1.2 Support Writing Across the Curriculum.</p> <ul style="list-style-type: none"> • Teacher Leader Writing Training: Thinking Maps, Write From the Beginning and Beyond, Jane Schaeffer • History/Social Science Collaboration • Instructional Reviews • Turnitin Software • Typing Club • Spelling Bee • Conferences 	<p>T.M: tk-12</p> <p>Write From Beg: tk-8</p> <p>Jane Schaeffer: 9-12</p> <p>Turnitin: 6-12</p> <p>Typing Club: ?</p> <p>Spelling Bee: 3-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 Title I</p> <p>\$14,000 Title I PD</p> <p>\$38,750 LCFF</p>

<p>1.3 Support Math CA Standards Implementation District Wide.</p> <ul style="list-style-type: none"> • Math textbook adoption • MVP math training • Teacher math collaboration • Code.Org • Computer Science curriculum • Conferences • Materials 	<p>Math text adopt: K-2, 6-8</p> <p>MVP math trng 9-12</p> <p>Tchr math collab: tk-12</p> <p>Code.Org: tk-12</p> <p>Comp. Sci: 6-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$59,200 Restricted Lottery</p> <p>\$26,000 Title I</p> <p>\$8,000 Title I PD</p> <p>\$100,300 LCFF</p>
---	--	--	--

<p>1.4 Support the Implementation of NGSS District Wide.</p> <ul style="list-style-type: none"> • Secondary collaboration • Elementary NGSS • NGSS/Science textbooks • Science Fair • NGSS PD • NGSS Materials • Elementary/Secondary STEM/STEAM schools: MVMS-\$25k, DZA-\$15k, Est-\$15k • Project Lead the Way: SJHS-\$20k 	<p>Sec collab: 6-12</p> <p>Elem NGSS: tk-5</p> <p>Sci text: tk-12</p> <p>Sci Fair: tk-12</p> <p>NGSS PD: tk-12</p> <p>NGSS Mat: tk-12</p> <p>MVMS: 6-8 \$25,000</p> <p>DeAnza: TK-5 \$15,000</p> <p>Estudillo: TK-5 \$15,000</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000 Restricted Lottery 6300</p> <p>\$6,000 Title I</p> <p>\$30,000 Title I PD 605 3010</p> <p>\$101,250 LCFF 0701</p> <p>\$55,000 LCFF Sites</p>
---	---	--	--

<p>1.5 Implement District-Wide Tutoring Opportunities and Support for Struggling Learners.</p> <ul style="list-style-type: none"> • ASES • SES/Intervention teachers • Specialized African American tutoring • Specialized Native American tutoring • AP/IB tutoring • EL tutoring 	<p>ASES: tk-8 SES/Inter. tchrs: tk-5 AA tutoring: tk-12 NA tutoring: tk-12 AP/IB tutoring: 10-12 EL tutoring: tk-12 Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$397,000 Title I SES 603 3010 \$12,000 LCFF 0701 //// \$933,000 ASES 6010</p>
<p>1.6 Support Visual and Performing Arts District-Wide</p> <ul style="list-style-type: none"> • Music curriculum • Music equipment • Mariachi after-school program • Fieldtrip opportunities 	<p>Music Materials: tk-12 Mariachi: elementary Fieldtrips: tk-12 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$55,000 LCFF 0701</p>

<p>1.7 Support District-Wide Acceleration.</p> <ul style="list-style-type: none"> • Dual Enrollment • Concurrent Enrollment • GATE • PSAT • History Day • Academic Decathlon • D.O.K. PD • IB Expansion • Middle School Spanish teacher • Dual Immersion 	<p>Dual Enroll: 11-12</p> <p>Con. Enroll: 11-12</p> <p>GATE: tk-12</p> <p>PSAT: 8-10</p> <p>History Day: tk-12</p> <p>Acad. Dec: 9-12</p> <p>D.O.K. PD: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$127,000 Restricted Lottery 6300</p> <p>\$134,720 LCFF 0701</p>
<p>1.8 Support Implementation and Expansion of Rtl.</p> <ul style="list-style-type: none"> • Read 180 / System 44 • Imagine Learning • DIBELS • Rtl Taskforce • TenMarks/Math XL • Restart Classes • Summer School • Standard Based Grades 	<p>Rd 180: tk-12</p> <p>System 44: ?</p> <p>IL: 2-5</p> <p>DIBELS: ?</p> <p>Rtl TF: tk-6</p> <p>TenMarks/Math XL: 6-12</p> <p>Restart Classes: 9-12</p> <p>Standard Based Grades 6-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$134,000 Title I 3010</p> <p>\$45,500 Title I PD 605 3010</p> <p>\$672,000 LCFF 0701</p>

<p>1.9 Support Distance Learning Opportunities.</p> <ul style="list-style-type: none"> • Edgenuity - Middle School Advancement • APEX • CTE online courses • Telepresence • PD • Extra Duty • Virtual Academy - MVHS • Hardware purchases 	<p>Edgenuity: 6-12</p> <p>APEX: 9-12</p> <p>Telepres: 9-12</p> <p>PD: 6-12</p> <p>Extra Duty: 6-12</p> <p>Virt Acad: 6-12</p> <p>Hardware purchases 6-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$26,000 LCFF 0707</p> <p>\$8,000 Title I PD</p> <p>\$101,000 LCFF 0701</p> <p>\$500,000 Private Donation</p>
<p>1.10 Support and Expand CTE Opportunities.</p> <ul style="list-style-type: none"> • CTE teachers • CTE supplies/materials • CCPT Nursing grant • Aquaponics/Environmental Pathway Support: MVHS-\$15k • Fieldtrips • Project Lead the Way (PLTW) • Director ASES/CTE 	<p>CTE mat: tk-12</p> <p>CCPT: 10-12</p> <p>PLTW: 6-12</p> <p>FT: tk-12</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$74,800 Restricted Lottery 6300</p> <p>\$104,000 LCFF 0701</p> <p>\$160,000 CCPT Grant</p>

<p>1.11 Support TK Preschool Opportunities.</p> <ul style="list-style-type: none"> • Textbook adoption • Vertical articulation • ELD Support • TK Instructional Network 	<p>Text adopt: tk/pre</p> <p>Vert. artic: pre-K</p> <p>ELD-pre</p> <p>Grades: TK, K</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Head Start Preschool and State Preschool programs)</p>	<p>\$3,000 Title III 4203</p> <p>\$24,000 LCFF 0701</p>
<p>1.12 Support the Implementation of AVID District-wide.</p> <ul style="list-style-type: none"> • AVID Articulation • AVID Contracts • Materials/Supplies • Training • AVID Tutors 	<p>AVID Artic: tk-12</p> <p>AVID cont: tk-12</p> <p>Mat: tk-12</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$8,000 Title I PD 605 3010 ////</p> <p>\$145,000 LCFF 0701////</p> <p>\$110,000 LCFF Sites</p>

<p>1.13 Provide Specialized Support for English Learners District-wide.</p> <ul style="list-style-type: none"> • ELD Consultant contract for DSLT • AVID Excel/3D • AVID Excel College Trip • AVID Excel Summer Bridge program • DELAC • Title III Committee • EL recognitions • Into the Future • Mango • Materials/Supplies • PD 	<p>ELD Consultant contract for DSLT:</p> <p>AVID Excel/3D:</p> <p>AVID Excel College Trip:</p> <p>AVID Excel Summer Bridge program:</p> <p>DELAC:</p> <p>Title III Committee:</p> <p>EL recognitions:</p> <p>Into the Future:</p> <p>Mango:</p> <p>Materials/Supplies:</p> <p>PD:</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$41,750 Title I 3010</p> <p>\$61,000 Title III</p> <p>\$57,450 LCFF 0701</p>
---	--	---	--

<p>1.14 Provide Specialized Support for African American Students.</p> <ul style="list-style-type: none"> • College Bound • Enrichment Academy • Fieldtrips • Student clubs/activities • Black History Month 	<p>College Bound: 3-12</p> <p>Enrichment Academy: tk-12</p> <p>Fieldtrips: tk-12</p> <p>Student clubs/activities: tk-12</p> <p>Black History Month: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$81,000 LCFF 0701</p>
<p>1.15 Provide Specialized Support for Native American Students.</p> <ul style="list-style-type: none"> • Fieldtrips • Enrichment academy • Student clubs and activities 	<p>Fieldtrips: tk-12</p> <p>Enrich acad: tk-12</p> <p>Student clubs/activ: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$22,000 LCFF 0701</p>

<p>1.16 Provide Specialized Support for Foster Youth.</p> <ul style="list-style-type: none"> • Foster Youth Monitoring • Mateirlas and Suplies • Fieldtrips • PD 	<p>FY Monit: tk-12</p> <p>Materials: tk-12</p> <p>Fieldtrips: tk-12</p> <p>PD: tk-12</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$40,851.39</p> <p>SPCS-0008</p> <p>LCFF 0707</p>
<p>1.17 Provide Specialized Support for Special Educational Services.</p> <ul style="list-style-type: none"> • EHRMS services • Mod/Severe curriculum and assessment materials • Mild/Mod curriculum • Behavior Specialist • Boys Town curriculum/training • Rtl program development • APE equipment • Class Size Reduction • RBT (Registered Behavior Technicians) • Recreational and Community Activities (CBI/Mod/Severe, e.g.: bowling, dancer's studio, groceries, prom) • Assistive Technology Equipment (ATE) 	<p>EHRMS services: tk-12</p> <p>Mod/Severe curriculum and assessment materials: tk-12</p> <p>Mild/Mod curriculum: tk-12</p> <p>Behavior Specialist: tk-12</p> <p>Boys Town curriculum/training: tk-12</p> <p>Rtl program development: tk-12</p> <p>APE equipment</p> <p>Class Size</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>SPED</p> <p>Resource codes</p> <p>LCFF-0707:</p> <p>\$1,176,200</p>

	<p>Reduction: tk-12</p> <p>RBT: tk-12</p> <p>Recreational and Community Activities: tk-12</p> <p>Assistive Technology Equipment (ATE): tk-12</p> <p>Grades: All</p>		
<p>1.18 Support Student Learning Through the Integration of Technology District-wide.</p> <ul style="list-style-type: none"> • Destiny • Chromebook Warrior Certification • GoGuardian • PD • Haiku • Elibrary • Hardware replacement & repairs • Hardware purchases • Educational Technology Coordinator 	<p>Destiny: tk-12</p> <p>Chromebook Warrior Certification:</p> <p>GoGuardian:</p> <p>PD: Tk-12</p> <p>Haiku: tk-12</p> <p>Elibrary: tk-8</p> <p>Hardware replacement & repairs: tk-12</p> <p>Hardware purchases: tk-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$44,868 Title I</p> <p>\$193,500 LCFF 4701</p> <p>\$150,000 Mandated Cost</p>

<p>1.19 Implement Assessment Strategies to Inform Instruction.</p> <ul style="list-style-type: none"> • DAC • Amplify • SARC's • ESGI • OARS • Key Data • District Benchmark Development • Assessment Copies • PFT • CAASPP Support • GATE • CELDT • digiCOACH • Program Improvement 	<p>DAC: Tk-12</p> <p>Amplify: tk-12</p> <p>SARC's: tk-12</p> <p>ESGI: tk-2</p> <p>OARS: tk-12</p> <p>Key Data: tk-12</p> <p>District Benchmark Development: tk-12</p> <p>Assessment Copies: tk-12</p> <p>PFT: 5th, 9th</p> <p>CAASPP Support: 3-8 & 11th</p> <p>GATE: tk-12</p> <p>CELDT: tk-12</p> <p>digiCOACH: tk-12</p> <p>Program Improvement: tk-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$31,000 Title I 3010</p> <p>\$40,000 Title III 4203</p> <p>\$217,700 LCFF 0701</p> <p>\$17,000 Teacher Effectiveness Grant</p>
--	---	---	--

<p>1.20 Support TK-12 Comprehensive School Counseling Program.</p> <ul style="list-style-type: none"> • Naviance • PD • Materials/Supplies • Consultant • Elementary Counselor • High school counseling clerk hours 	<p>Naviance: 6-12</p> <p>PD: tk-12</p> <p>Materials/Supplies: tk-12</p> <p>Consultant:</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$85,000 SPCS-0008 LCFF 0707</p>
---	---	--	-------------------------------------

GOAL:	Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 X 7 _8 Local: N/A
Identified Need:	<p>1. Maintain high degree of appropriately assigned and credentialed teachers.</p> <p>2012-13 Elementary 100%; Secondary 100% (baseline year)</p> <p>2013-14 Elementary 100%; Secondary 100%</p> <p>2014-15 Elementary 100%; Secondary 100%</p> <p>2015-16 Elementary 100%; Secondary 100%</p> <p>2. Maintain high degree of Credentialed Teacher Rate</p> <p>2012-13 Elementary 100%; Secondary 100% (baseline year)</p> <p>2013-14 Elementary 100%; Secondary 100%</p> <p>2014-15 Elementary 100%; Secondary 100%</p> <p>2015-16 TBD</p> <p>3. Maintain low degree of Teacher of English Learners Misassignment Rate</p> <p>2012-13 Elementary 0%; Secondary 0% (baseline year)</p> <p>2013-14 Elementary 0%; Secondary 0%</p> <p>2014-15 Elementary 0%; Secondary 0%</p> <p>2015-16 Elementary 0%; Secondary 0%</p> <p>4. Maintain high degree of High Quality Teacher Rate</p> <p>2012-13 94.25% (baseline year)</p> <p>2013-14 98.80%</p> <p>2014-15 99.40%</p>	

2015-16 98.00%

5. Assist six (6) teachers with obtaining specialized credentials in areas such as math, science, CTE and special education

2015-16 Assisted three (3) teachers with obtaining VPSS. Assisted two (2) teachers with meeting new TK requirements. Middle schools were unable to expand STEM/CTE courses due to a lack of Industrial Technology credentials. Assisting six (6) teachers with obtaining their IT credentials in 2016-17.

6. Provide a minimum of two (2) professional development opportunities for each classification of employees

2015-16 District held a Classified Training Day 12/18/2015 - eight (8) hours of professional development for classified employees. In addition, training opportunities have been offered to special education instructional aides and office managers. Certificated training and professional development opportunities have been offered by Educational Services. Leadership training was offered through Admin University and other presentations throughout the year.

7. Increase employee perfect attendance by .05%

2013-14 1.2% [P107; AP43; Emps 905]

2014-15 .08% [P80; AP61; Emps 969]

2015-16 TBD (**baseline year**) [Data not avail until August]

8. Increase employee almost-perfect attendance (one absence or less) by .05%

2013-14 .05% [AP43; Emps 798]

2014-15 .07% [AP61; Emps 889]

2015-16 TBD (**baseline year**) [Data not avail until August]

Goal Applies to:

Schools:

All

Grades:

All

Applicable Pupil Subgroups:

All

LCAP Year 1

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Maintain high degree of appropriately assigned and credentialed teachers at 100%. 2. Maintain high degree of Credentialed Teacher Rate at 100% 3. Maintain low degree of Teacher of English Learners Misassignment Rate at 0% 4. Maintain high degree of High Quality Teacher Rate at or above 95% 5. Assist up to eight (8) teachers with obtaining specialized credentials in areas such as math, science, CTE and special education 6. Provide a minimum of two (2) professional development opportunities for each classification of employees 7. Increase employee perfect attendance by .05% [from .08% to 1.3%] 8. Increase employee almost-perfect attendance (one absence or less) by .05% [from .07% to 1.2%] 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>2.1 Provide tuition-reimbursement credential program for hard to fill positions:</p> <ul style="list-style-type: none"> • Special Education • Math • Science • Industrial Technology (CTE) • VPSS • Exam reimbursement • Books, materials, courses 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Math, Science, CTE students @ secondary levels)</p>	<p>Title II [4035] NTE \$10,000 per person per year x 10 = \$100,000</p>
<p>2.2 Develop a substitute referral program.</p> <ul style="list-style-type: none"> • Monetary incentives for substitute teacher referrals that manifest into a hire. 	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF 0707 NTE \$100 x 50 referrals = \$5,000</p>

<p>2.3 Provide positions to promote safety district-wide.</p> <ul style="list-style-type: none"> • High School Athletic Trainer • Campus Security Positions 	<p>SJHS Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000 - LCFF (0701-sites) -athletic trainer contract support \$200,000-LCFF 0707</p>
<p>2.4 Provide ongoing support for new teachers.</p> <ul style="list-style-type: none"> • CTI/BTSA Induction • New Teacher Summer Academy • Ongoing Monthly teacher academy • Executive Director, Personnel (1 FTE) 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CTI/BTSA Induction: Title 2-\$255,610; New Teacher Summer Academy: Tchr. Effectiveness Grant-\$144,000 Ongoing Monthly teacher academy: Tchr. Effectiveness Grant-\$35,000 Executive Director, Personnel (1 FTE): LCFF 0707-\$189,000</p>

<p>2.5 Offer District professional development opportunities to all certificated and classified substitutes.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title II [4035] & LCFF [0707] \$10,000</p>
<p>2.6 Develop a partnership with Mt View Adult Education for a referral program. Completion of program to improve employment eligibility with SJUSD as a substitute or classified position.</p> <p>Positions may include but are not limited to:</p> <ul style="list-style-type: none"> • Clerical • Paraprofessionals • Custodial 	<p>Adult Education Grades: Adult</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Adult Education Students)</p>	<p>\$73,000 Paraprofessionals - 6391 (Adult Ed Block Grant) \$13,000 Clerical - 6391 (Adult Ed Block Grant) \$32,000 Custodial - 6391 (Adult Ed Block Grant) \$250.00 advertisement materials - 0707 (LCFF)</p>

<p>2.7 Provide Classified Training Opportunities such as, but not limited to:</p> <ul style="list-style-type: none"> Communicating with Tact, Diplomacy & Professionalism Webinar Extraordinary Customer Service Workshop “Little Things Make a Big Difference” Don’t Take the Last Donut Managing Without Authority Google Docs 101 and 201 Workshops Excel Workshop Classroom Mgmt. for paraprofessionals 	<p>All classified employees Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000- LCFF [0707]</p>
<p>2.8 Enhance existing attendance program:</p> <ul style="list-style-type: none"> Incentives for perfect attendance Consequences for absenteeism 	<p>All staff Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$20,000 estimated cost All funds/resources , paid for by savings in substitute costs. No planned fiscal impact.</p>
<p>2.9 Increase number of student teaching opportunities, especially at secondary.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500.00 (0000 function 7400 conference and travel) Unrestricted LCFF</p>

<p>2.10 Partner with local universities to create opportunities for SJUSD students to pursue careers in education.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250.00 (0000 function 7400 conferences and travel) Unrestricted LCFF</p>
<p>2.11 Increase communication between Personnel and all stakeholders.</p> <ul style="list-style-type: none"> • Employees • Community • Universities 	<p>All staff and community Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$500</p>
<p>2.12 Expand on SJ Difference and improve on District's personal touch with new hires.</p> <ul style="list-style-type: none"> • Create SJUSD Welcome Package • Establish "Welcome Teams" at each site or department 	<p>All new hires Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000 (LCFF 0707 function 7400)</p>
<p>2.13 Offer monetary incentives for prioritized completion (within first six (6) weeks of each work year) of Districts' annual Keenan SafeSchools online training.</p>	<p>All staff Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50 x 500 = \$25,000 (LCFF 0707 function 7400)</p>

<p>2.14 Improve substitute-District relations.</p> <ul style="list-style-type: none"> Establish classified "super subs" - one classified substitute per site trained in all classified substitute classifications. Assign long-term subs a "buddy" teacher. Allows sites to "adopt" one guest teacher to include in all site-specific training and collaboration (paid) 	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 - Substitute costs budgeted through variety of resources (0000 and 0707). Unrestricted LCFF & LCFF.</p>
<p>2.15 Expand District Kudos and Suggestions programs.</p> <ul style="list-style-type: none"> Create Kudos & Suggestion boxes at each site/department. (Kaiser Perm program model) 	<p>All Sites Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 x 16 sites = \$1,600 LCFF (0707 function 7400)</p>
<p>2.16 Maintain total compensation packages and ensure SJUSD remains competitive.</p> <ul style="list-style-type: none"> Health & Welfare Class Size Reduction Salary Scale Appropriate and desirable placement of grades and sites/assignments (especially new teachers) 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF (0707) \$1,100,000</p>

<p>2.17 Support teacher and administrative leadership opportunities such as, but not limited to:</p> <ul style="list-style-type: none"> • TLCA • Classroom Mgmt. • Modern & Effective Communication Methods • Underground • Gettysburg • EQ Training • Unconscious Bias Training • Workshops • Seminars/Webinars • Training • Conventions • 4 Day Admin Academy • Classified Mgmt. Disney Institute 	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250,000 - LCFF (0707 function 7150 and Teacher Effectiveness Grant)</p>
--	------------------------------------	--	--

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Maintain high degree of appropriately assigned and credentialed teachers at 100%. 2. Maintain high degree of Credentialed Teacher Rate at 100% 3. Maintain low degree of Teacher of English Learners Misassignment Rate at 0% 4. Maintain high degree of High Quality Teacher Rate at or above 95.5% 5. Assist six (6) teachers with obtaining specialized credentials in areas such as math, science, CTE and special education 6. Provide a minimum of two (2) professional development opportunities for each classification of employees 7. Increase employee perfect attendance by 0.50% [Goal: 1.35%] 8. Increase employee almost-perfect attendance (one absence or less) by 0.50% [Goal: 1.25%]
--	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>2.1 Continue to provide tuition-reimbursement credential program for hard to fill positions:</p> <ul style="list-style-type: none"> • Special Education • Math • Science • Industrial Technology (CTE) • VPSS • Exam reimbursement • Books, materials and courses 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title II [4035] NTE \$10,000 per person per year x 10 = \$100,000</p>
<p>2.2 Continue to provide substitute referral financial incentives.</p> <ul style="list-style-type: none"> • Monetary incentives for substitute teacher referrals that manifest into a hire. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF 0707 NTE \$100 x 50 referrals = \$5,000</p>
<p>2.3 Continue to provide positions to promote safety district-wide.</p> <ul style="list-style-type: none"> • High School Athletic Trainer • 1 additional Resource Safety Officer • Lead Campus Security • Transition from Campus Supervisors to Campus Aide and Noon Duty/Crossing Guards at elementary sites 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF 0707 \$100,000</p>

<p>2.4 Continue to provide ongoing support for new teachers.</p> <ul style="list-style-type: none"> • CTI/BTSA Induction • New Teacher Summer Academy • Ongoing Monthly teacher academy • Executive Director, Personnel (1 FTE) 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CTI/BTSA Induction: Title 2-\$255,610; New Teacher Summer Academy: Tchr. Effectiveness Grant-\$144,000 Ongoing Monthly teacher academy: Tchr. Effectiveness Grant-\$35,000 Executive Director, Personnel (1 FTE): LCFF 0707-\$189,000</p>
<p>2.5 Continue to offer District professional development opportunities to all certificated and classified substitutes.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title II [4035] & LCFF [0707] \$10,000</p>

<p>2.6 Continue partnership with Mt View Adult Education for a referral program. Completion of program to improve employment eligibility with SJUSD as a substitute or classified position.</p> <p>Positions may include but are not limited to:</p> <ul style="list-style-type: none"> • Clerical • Paraprofessionals • Custodial 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$73,000 Paraprofessionals - 6391 (Adult Ed Block Grant) \$13,000 Clerical - 6391 (Adult Ed Block Grant) \$32,000 Custodial - 6391 (Adult Ed Block Grant) \$250.00 advertisement materials - 0707 (LCFF)</p>
<p>2.7 Continue to provide Classified Training Opportunities</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000- LCFF [0707]</p>

<p>2.8 Continue attendance program:</p> <ul style="list-style-type: none"> • Incentives for perfect attendance • Consequences for absenteeism 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$20,000 estimated cost All funds/resources , paid for by savings in substitute costs. No planned fiscal impact.</p>
<p>2.9 Increase number of student teaching opportunities, especially at secondary.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 (0000 function 7400 conference and travel) Unrestricted LCFF</p>
<p>2.10 Continue to partner with local universities to create opportunities for SJUSD students to pursue careers in education.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 (0000 function 7400 conferences and travel) Unrestricted LCFF</p>

<p>2.11 Continue increased communication between Personnel and all stakeholders.</p> <ul style="list-style-type: none"> • Employees • Community • Universities 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$500</p>
<p>2.12 Continue promotion of SJ Difference and improvement on District's personal touch with new hires.</p> <ul style="list-style-type: none"> • SJUSD Welcome Packages • Welcome Teams at each site or department 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$7,000</p>
<p>2.13 Continue to offer monetary incentives for prioritized completion (within first six (6) weeks of each work year) of Districts' annual Keenan SafeSchools online training.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50 x 500 = \$25,000 (LCFF 0707 function 7400)</p>
<p>2.14 Continue improved substitute-District relations.</p> <ul style="list-style-type: none"> • Assign long-term subs a "buddy" teacher. • Allows sites to "adopt" one guest teacher to include in all site-specific training and collaboration (paid) • Build online resources (lesson plans, tutorials, training videos) 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 - Substitute costs budgeted through variety of resources (0000 and 0707). Unrestricted LCFF & LCFF.</p>

<p>2.15 Continue District Kudos and Suggestions programs.</p> <ul style="list-style-type: none"> • Kudos awards/certificates 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 x 16 sites = \$1,600 LCFF (0707 function 7400)</p>
<p>2.16 Continue to maintain total compensation packages and ensure SJUSD remains competitive.</p> <ul style="list-style-type: none"> • Health & Welfare • Class Size Reduction • Salary Scale • Appropriate and desirable placement of grades and sites/assignments (especially new teachers) 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF (0707) \$1,100,000</p>
<p>2.17 Continue to support teacher and administrative leadership opportunities such as, but not limited to:</p> <ul style="list-style-type: none"> • TLCA • Classroom Mgmt. • Modern & Effective Communication Methods • Underground • Gettysburg • EQ Training • Unconscious Bias Training • Workshops • Seminars/Webinars • Training • Conventions • 4 Day Admin Academy • Classified Mgmt. Disney Institute 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250,000 - LCFF (0707 function 7150 and Teacher Effectiveness Grant)</p>

<p>2.18 Enhance/change classified Growth Incentive program to Education Incentive program</p> <ul style="list-style-type: none"> • Tuition reimbursement • Semester unit financial incentives • Degree recognition – skip steps, etc. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$25,000</p>
<p>2.19 Enhance/change employee longevity programs.</p> <ul style="list-style-type: none"> • Changing monetary award • Improving and/or expanding seniority increments recognized 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$25,000</p>
<p>2.20 Update employee eating areas to be refreshing and revitalizing (bistro/lounge design.)</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$120,000 (\$7,500 x 16 locations)</p>
<p>2.21 Provide interactive lobby TVs to highlight District services, maps, events and student accomplishments. [CORONA-NORCO USD] Software: Four Winds Interactive</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$20,000 (\$1,250 x 16 locations)</p>

<p>2.22 Revise classified substitute salary schedule to Step 1 of each of the applicable ranges of the classified salary schedule. [BEAUMONT USD]</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$572,000</p>
---	----------------------------	--	----------------------------------

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Maintain high degree of appropriately assigned and credentialed teachers at 100%. 2. Maintain high degree of Credentialed Teacher Rate at 100% 3. Maintain low degree of Teacher of English Learners Misassignment Rate at 0% 4. Maintain high degree of High Quality Teacher Rate at or above 95.5% 5. Assist six (6) teachers with obtaining specialized credentials in areas such as math, science, CTE and special education 6. Provide a minimum of two (2) professional development opportunities for each classification of employees 7. Increase employee perfect attendance by 0.5% [Goal: 1.40%] 8. Increase employee almost-perfect attendance (one absence or less) by 0.5% [Goal: 1.30%]
--	---

<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>2.1 Provide tuition-reimbursement credential program for hard to fill positions:</p> <ul style="list-style-type: none"> • Special Education • Math • Science • Industrial Technology (CTE) • VPSS • Exam reimbursement • Books, materials, courses 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title II [4035] NTE \$10,000 per person per year x 10 = \$100,000</p>

<p>2.2 Continue to provide substitute referral program.</p> <ul style="list-style-type: none"> • Monetary incentives for substitute teacher referrals that manifest into a hire. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF 0707 NTE \$100 x 50 referrals = \$5,000</p>
<p>2.3 Continue to provide positions to promote safety district-wide.</p> <ul style="list-style-type: none"> • High School Athletic Trainer • 1 additional Resource Safety Officer • Lead Campus Security • Transition from Campus Supervisors to Campus Aide and Noon Duty/Crossing Guards at elementary sites 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$100,000</p>

<p>2.4 Continue providing ongoing support for new teachers.</p> <ul style="list-style-type: none"> • CTI/BTSA Induction • New Teacher Summer Academy • Ongoing Monthly teacher academy • Executive Director, Personnel (1 FTE) 	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CTI/BTSA Induction: Title 2-\$255,610; New Teacher Summer Academy: Tchr. Effectiveness Grant-\$144,000 Ongoing Monthly teacher academy: Tchr. Effectiveness Grant-\$35,000 Executive Director, Personnel (1 FTE): LCFF 0707-\$189,000</p>
<p>2.5 Continue to offer District professional development opportunities to all certificated and classified substitutes.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title II [4035] & LCFF [0707] \$10,000</p>

<p>2.6 Continue partnership with Mt View Adult Education for a referral program. Completion of program to improve employment eligibility with SJUSD as a substitute or classified position.</p> <p>Positions may include but are not limited to:</p> <ul style="list-style-type: none"> • Clerical • Paraprofessionals • Custodial 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$73,000 Paraprofessionals - 6391 (Adult Ed Block Grant) \$13,000 Clerical - 6391 (Adult Ed Block Grant) \$32,000 Custodial - 6391 (Adult Ed Block Grant) \$250.00 advertisement materials - 0707 (LCFF)</p>
<p>2.7 Continue to provide Classified Training Opportunities.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000- LCFF [0707]</p>

<p>2.8 Continue attendance program:</p> <ul style="list-style-type: none"> • Incentives for perfect attendance • Consequences for absenteeism 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$20,000 estimated cost All funds/resources , paid for by savings in substitute costs. No planned fiscal impact.</p>
<p>2.9 Increase number of student teaching opportunities, especially at secondary.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 (0000 function 7400 conference and travel) Unrestricted LCFF</p>
<p>2.10 Continue to partner with local universities to create opportunities for SJUSD students to pursue careers in education.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250.00 (0000 function 7400 conferences and travel) Unrestricted LCFF</p>

<p>2.11 Continue Increased communication between Personnel and all stakeholders.</p> <ul style="list-style-type: none"> • Employees • Community • Universities 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF (0707) \$500</p>
<p>2.12 Continue to support the SJ Difference and improve on District's personal touch with new hires.</p> <ul style="list-style-type: none"> • SJUSD Welcome Package • "Welcome Teams" at each site or department 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$7,000</p>
<p>2.13 Continue to offer monetary incentives for prioritized completion (within first six (6) weeks of each work year) of Districts' annual Keenan SafeSchools online training.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50 x 500 = \$25,000 (LCFF 0707 function 7400)</p>
<p>2.14 Continue improved substitute-District relations.</p> <ul style="list-style-type: none"> • Establish classified "super subs" - one classified substitute per site trained in all classified substitute classifications. • Assign long-term subs a "buddy" teacher. • Allows sites to "adopt" one guest teacher to include in all site-specific training and collaboration (paid) 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 - Substitute costs budgeted through variety of resources (0000 and 0707). Unrestricted LCFF & LCFF.</p>

<p>2.15 Continue District Kudos and Suggestions programs.</p> <ul style="list-style-type: none"> • Kudos awards/certificates 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 x 16 sites = \$1,600 LCFF (0707 function 7400)</p>
<p>2.16 Maintain total compensation packages and ensure SJUSD remains competitive.</p> <ul style="list-style-type: none"> • Health & Welfare • Class Size Reduction • Salary Scale • Appropriate and desirable placement of grades and sites/assignments (especially new teachers) 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,100,000 - Funded through variety of funds and resources. Unrestricted LCFF & LCFF.</p>
<p>2.17 Continue to support teacher and administrative leadership opportunities such as, but not limited to:</p> <ul style="list-style-type: none"> • TLCA • Classroom Mgmt. • Modern & Effective Communication Methods • Underground • Gettysburg • EQ Training • Unconscious Bias Training • Workshops • Seminars/Webinars • Training • Conventions • 4 Day Admin Academy • Classified Mgmt. Disney Institute 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250,000 - LCFF (0707 function 7150 and Teacher Effectiveness Grant)</p>

<p>2.18 Continue to support Classified Education Incentive program</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$25,000</p>
<p>2.19 Continue employee longevity programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$25,000</p>
<p>2.20 Continue support of software for interactive lobby TVs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$8,000</p>
<p>2.21 Continue support of revised classified sub salary schedule.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF [0707] \$572,000</p>

<p>2.22 Increase Special Education Instructional Aides from 5 hours/day (25 hrs/wk) to 5.5 hours/day (27.5 hrs/wk)</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Special Education \$65,000</p>
--	----------------------------	---	---------------------------------------

GOAL:	Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	School sites should have exemplary ratings with Facilities Inspection Tool during annual Williams visits. Facilities and Operations work order response time should decrease to improve service to students and staff. Community and parent survey data regarding clean and well maintained facilities should improve. The district's power consumption portfolio should include renewable energy for environmental and cost saving concerns.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 0 discrepancies per site with Facilities Inspection Tool (FIT) Williams vists. 2. Work order response time will decrease 22% from 14 days to 11 days. 3. Community and parent survey data regarding clean and well maintained facilities will increase 3% from 87% to 90% for those who agree or strongly agree. 4. Acheive a 25% renewable energy consumption portfolio for the district's annual power purchase. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide funding to maintain SJUSD facilities as part of the five year deferred maintenance plan.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Deferred Maintenance-0851 \$600,000

<p>3.2 Support additional allocations for site specific facility needs, such as special safety and/or enhancement projects.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0701 sites \$420,000</p>
<p>3.3 Expand nutrition area at Megan Cope elementary to improve lunch environment.</p>	<p>Megan Cope Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General-Fund 03 \$500,000 Unrestricted LCFF</p>
<p>3.4 Promote nutrition and wellness by implementing Smart Lunchrooms at select elementary schools.</p>	<p>Hyatt Elementary Park Hill Elementary De Anza Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$30,000</p>

<p>3.5 Construct a commercial kitchen facility at San Jacinto High School to support the Culinary Arts program career pathway.</p>	<p>San Jacinto High School Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CTE Incentive Grant-0000 \$500,000 Perkins Grant \$1,200,000</p>
<p>3.6 Update the district's energy management system in order to continue the district commitment to utility conservation and prioritize financial resources for students and classrooms.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted general fund-LCFF Funding \$500,000</p>
<p>3.7 Add six relocatable classrooms to Megan Cope elementary to keep pace with anticipated program and enrollment growth.</p>	<p>Megan Cope Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Redevelopment Funds-9986 \$800,000</p>
<p>3.8 Continue removal of non-functional turf in order to continue commitment to water conservation and comply with local water ordinances.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$500,000</p>

<p>3.9 Provide ongoing routine maintenance of district-wide facilities, buildings and grounds.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Routine Repair & Maintenance-8150 \$2,400,000</p>
<p>3.10 Maintain and support school district network and infrastructure for basic information services within all buildings and facilities so that students and staff can continue using technology as a valuable tool to improve student learning.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$150,000</p>
<p>3.11 Support utility reduction efforts district-wide.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Energy Management Budget-7206 \$40,000</p>
<p>3.12 Hire a Facilities Project Manager to facilitate school building and grounds improvements so that time and costs are minimized while quality is preserved.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$120,000</p>

<p>3.13 Asphalt and striping to add additional parking for parents and staff at De Anza Elementary.</p>	<p>School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Redevelopment Funds-9986 \$60,000</p>
<p>3.14 Flooring and other upgrades to SJHS Practive Gym to move weight room and create space for new Agricultural Mechanics Career Technical Educaiton course.</p>	<p>School-wide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Redevelopment Funds-9986 \$250,000</p>
<p>3.15 Hire a Purchasing Agent to centralize the procurement process and maintain compliance with regulations as well as streamline and expedite the procurement of goods and services.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$125,000</p>
<p>3.16 Expand San Jacinto Leadership Academy to offer program to a larger population of students and families.</p>	<p>SJLA Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Redevelopment Funds-9986 \$500,000</p>

<p>3.17 Proactively replace appliances to take advantage of energy rebates and energy savings.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General Fund-0000 LCFF Funding \$10,000</p>
<p>3.18 Provide an incentive contest for elementary and middle schools to earn an award for furniture and other equipment in order to create a 21st century classroom environment so that we can evaluate the impact on student learning.</p>	<p>All elementary and middle schools. Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$100,000</p>
<p>3.19 Provide an Inspector of Record and testing lab fees for future solar project.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200,000 School code 500 resource 0701 LCFF</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 0 discrepancies per site with Facilities Inspection Tool (FIT) Williams vists. 2. Work order response time will decrease 9% from 11 days to 10 days. 3. Community and parent survey data regarding clean and well maintained facilities will increase 2% from 90% to 92% for those who agree or strongly agree. 4. Acheive a 50% renewable energy consumption portfolio for the district's annual power purchase. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>3.1 Provide funding to maintain SJUSD facilities as part of the five year deferred maintenance plan.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Deferred Maintenance-0851 \$700,000</p>
<p>3.2 Support additional allocations for site specific facility needs, such as special safety and/or enhancement projects.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0701 sites \$420,000</p>
<p>3.3 Support utility reduction efforts district-wide.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Energy Management Budget-7206 \$40,000 Unrestricted LCFF</p>
<p>3.4 Maintain and support school district network and infrastructure for basic information services within all buildings and facilities so that students and staff can continue using technology as a valuable tool to improve student learning.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$150,000</p>

<p>3.5 Provide ongoing routine maintenance of district-wide facilities, buildings and grounds.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Routine Repair & Maintenance-8150 \$2,500,000 Unrestricted LCFF</p>
<p>3.6 Continue removal of non-functional turf in order to continue commitment to water conservation and comply with local water ordinances.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$500,000</p>
<p>3.7 Add relocatable classrooms at various sites to keep pace with anticipated program and enrollment growth.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$800,000 (9986) Redevelopment</p>
<p>3.8 Provide an incentive contest for elementary and middle schools to earn an award for furniture and other equipment in order to create a 21st century classroom environment so that we can evaluate the impact on student learning.</p>	<p>All elementary schools. Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$100,000</p>

3.9 Hire a Facilities Project Manager to facilitate school building and grounds improvements so that time and costs are minimized while quality is preserved.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$125,000
3.10 Replace worn carpet and paint administrative facilities to continue to attract and retain high quality employees and provide staff with exceptional professional development.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Funding; Unrestricted General Fund \$200,000
3.11 Replace portable ramps and foundations as required for student and staff safety.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$100,000
3.12 Add college and career counseling centers to Monte Vista and North Mountain middle schools.	Monte Vista and North Mountain Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$500,000

<p>3.13 Add shade structures where needed for student and staff inclement weather protection.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$300,000</p>	
<p>3.14 Hire a Purchasing Agent to centralize the procurement process and maintain compliance with regulations as well as streamline and expedite the procurement of goods and services.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0707 \$130,000</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 0 discrepancies per site with Facilities Inspection Tool (FIT) Williams vists. 2. Work order response time will decrease 10% from 10 days to 9 days. 3. Community and parent survey data regarding clean and well maintained facilities will increase 1% from 92% to 93% for those who agree or strongly agree. 4. Acheive a 65% renewable energy consumption portfolio for the district's annual power purchase. 			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1 Provide funding to maintain SJUSD facilities as part of the five year deferred maintenance plan.</p>	<p>District-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Deferred Maintenance-0851 \$700,000</p>	

3.2 Support additional allocations for site specific facility needs, such as special safety and/or enhancement projects.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0701 sites \$420,000
3.3 Support utility reduction efforts district-wide.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Energy Management Budget-7206 \$40,000 Unrestricted LCFF
3.4 Maintain and support school district network and infrastructure for basic information services within all buildings and facilities so that students and staff can continue using technology as a valuable tool to improve student learning.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$150,000
3.5 Provide ongoing routine maintenance of district-wide facilities, buildings and grounds.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Routine Repair & Maintenance-8150 \$2,600,000 Unrestricted LCFF

3.6 Add relocatable classrooms at various sites to keep pace with anticipated program and enrollment growth.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Redevelopment Pass Through Funds-9986 \$500,000
3.7 Provide an incentive contest for elementary and middle schools to earn an award for furniture and other equipment in order to create a 21st century classroom environment so that we can evaluate the impact on student learning.	All elementary schools. Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$100,000
3.8 Hire a Facilities Project Manager to facilitate school building and grounds improvements so that time and costs are minimized while quality is preserved.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$130,000
3.9 Add shade structures where needed for student and staff inclement weatehr protection.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$300,000

3.10 Replace portable ramps and foundations as required for student and staff safety.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$100,000
3.11 Transform existing SJHS library into 21st century media and learning center.	San Jacinto High School Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$200,000
3.12 Replace functional turf with artificial turf at various sites.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$500,000
3.13 Hire a Purchasing Agent to centralize the procurement process and maintain compliance with regulations as well as streamline and expedite the procurement of goods and services.	District-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF-0707 \$135,000

GOAL:	Implement a positive, safe and engaging school climate and home/school/community partnerships, in a student-centered environment where the culture reflects high levels of trust, effective collaboration and meaningful relationships.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<ol style="list-style-type: none"> 1. <u>Increase overall attendance rates</u> <ul style="list-style-type: none"> • 2013-14 95.42% • 2014-15 95.16% • 2015-16 95.48% through Month 8 2. <u>Decrease chronic absenteeism rates at grades TK, 1, 2, 6 and 9</u> <ul style="list-style-type: none"> • 2013-14 TK -13.04%; 1st - 6.91%; 2nd - 6.45%; 6th - 5.62%; 9th - 11.67% • 2014-15 TK - 13.04%; 1st - 8.65%; 2nd - 6.94%; 6th - 6.40%; 9th - 12.68% • 2015-16 TK - 19.47%; 1st - 7.47%; 2nd - 6.79%; 6th -7.64%; 9th - 15.81% 3. <u>Decrease High School Drop Out Rate:</u> <ul style="list-style-type: none"> • 2013-14 All-5.0%; AA-2.1%; Hisp-5.1%; White-4.4%; EL-10.4%; Sp. Ed.-10.5% • 2014-15 All-4.4%; AA-6.9%; Hisp-4.7%; White-3.8%; EL-6.2%; Sp. Ed.-6.8%; AI-0% • 2015-16 TBD 4. <u>Increase Cohort Graduation Rate:</u> <ul style="list-style-type: none"> • 2012-13 All-81.6%; AA-75.6%; Hisp.-82.5%; White-80.8%; EL-68.4%; Sp. Ed.-50.0%; • 2013-14 All-86.0%; AA-77.1%; Hisp.-85.7%; White-87.7%; EL-79.2%; Sp. Ed.-65.8% • 2014-15 All-87.5%; AA-81.0%; Hisp.-87.2%; White-90.6%; EL-82.9%; Sp. Ed.-65.9%; AI-75% • 2015-16 TBD 5. <u>Decrease Middle School Drop Out Rate. <i>This will be a new metric as the District measured 8th grade dropout rates in the 2015-16 LCAP rate.</i></u> <ul style="list-style-type: none"> • 2013-14 0 • 2014-15 3 • 2015-16 TBD 6. <u>Reduce Overall Suspension Rate</u> 	

- 2013-14 All - 9.5%; AA - 15.67%; SWD - 16.39%; Foster Youth - 4.1%
- 2014-15 All - 7.17%; AA - 12.41%; SWD - 12.04%; Foster Youth - 2.1%
- 2015-16 All - 4.02%; AA - 11%; SWD - 14.2%; Foster Youth - 2.5%

7. Maintain low expulsion rate.

- 2013-14 .27%
- 2014-15 .09%
- 2015-16 .1%

8. Increase number of students reporting overall positive feelings of school safety.

- 2013-14 5th - 70%; 7th - 53%; 9th - 41%; 11th - 45%
- 2014-15 5th - 73%; Did not use California Healthy Kids Survey in 7th, 9th and 11th as survey is generally provided every other year
- 2015-16 5th - 70%; 66%; 9th - 45%; 11th - 41%

9. Increase # of parent workshops/classes.

- 2015-16 Baseline: 28 workshops/classes/courses held

10. Increase number of parents accessing and completing district parent survey.

- 2014-15 Spring Survey: 2,898
- 2015-16 Spring Survey: 3,005

11. Increase percentage of parents reporting they have been asked to volunteer at their child's school.

- 2014-15 Spring Survey: 58%
- 2015-16 Spring Survey: 68.9%

12. Increase percentage of parents who know how to obtain tutoring/additional help for their child.

- 2015-16 Spring Survey Baseline: 78.5%

13. Increase percentage of parents who feel welcomed at their child's school.

- 2015-16 Spring Survey Baseline: 93.5%

14. Maintain district's average of 93.5% of parents who report overall satisfaction with their child's school.

- *Source: 2015-16 Spring Parent Survey*

Goal Applies to:	Schools:		
	All		
	Grades: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Attendance rates will increase .5% over the previous year. 2. Chronic absenteeism rates at grades TK and 9 will decrease .5% over the previous year. 3. Chronic absenteeism rates at grades 1,2, & 6 will decrease by .25%. 4. High school dropout rate will decrease by .025% from 4.4% to 4.375% 5. Cohort graduation rate will increase by 1% from 87.5% to 88.5%. 6. Cohort graduation rate for English Learners and Students with Disabilities will increase by 1.5%. 7. Middle School drop-out rate, as determined by the certified CALPADS rate, will not exceed 1%. 8. Overall suspensions will decrease by 1% over previous year. 9. African-American suspensions will decrease by 5% over previous year. 10. Students with disabilities suspensions will decrease by 5%. 11. Foster Youth suspensions will decrease by .01%. 12. Expulsion rate will continue to be below 1% in each subgroup of 100 or more and in total. 13. Percentage of students reporting overall positive feelings of school safety will increase by 3%. 14. Parent workshops/classes offered will increase by 5% from district baseline of 28. 15. The number of parents responding to Parent Surveys will increase by 5% from 2015-16 Spring participation of 3,005. 16. Percent of parents reporting they have been asked to volunteer at their child's school, as indicated by the Parent Survey as Agree or Strongly Agree, will increase by 5% if currently under 60% and increase by 1% if over 60%. 2015 -16 Spring rate is 68.9%. 17. Percent of parents who know how to obtain tutoring or extra help for their child will increase by 3% from district baseline of 78.5%. 18. Percent of parents who feel welcomed at school will increase by 2% from district baseline of 93.5%. 19. Percent of parents who report overall satisfaction with their child's school will increase by 2% if under district average of 93.5% (15-16 spring survey), increase by 1% if 92.2% -94% and maintain if over 94%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>4.1 Promote student voice through implementation of Superintendent's Student Advisory at Mt. View High School and San Jacinto High School.</p> <ul style="list-style-type: none"> • MVHS • SJHS 	<p>Mt. View High School: 9-12</p> <p>San Jacinto High School: 9-12</p> <p>Grades: 9th, 10th, 11th, 12th</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF-0000</p> <p>Supps Budget: \$5,000</p>
<p>4.2 Provide increased counseling support by:</p> <ul style="list-style-type: none"> • Increase school counselor by .5 to expand services at our highest need elementary site (PHE). • Develop and monitor a counseling transition program aimed at effectively reaching all students in grades 6 and 9, to include seven and four-year plans. 	<p>Districtwide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (students with behavioral challenges)</p>	<p>LCFF-0707: \$45,000 (.5 FTE)</p>
<p>4.3 Support and Expand African American Partnerships</p> <ul style="list-style-type: none"> • Implement African American mentorship program TK- 12 involving adult to student and/or student to student. • Parent Leadership Training (see 4.7) 	<p>Districtwide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF 0701 (Ed Serv)-\$8,000</p>

<p>4.4 Develop a district-level Student Assistance Program, TK-12, that includes:</p> <ul style="list-style-type: none"> • Family Conference Model • Connecting student and family to existing resources in the community • Training of site staff in the SAP Model • Development of support groups at each site based on qualified trainers and needs of sites • .5 Counselor 	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students with academic, behavioral, emotional and/or social needs)</p>	<p>LCFF-0707: \$45,000 - .5 SAP Counselor \$10,000 -SCPS, Resource 0000, School Code 527</p>
<p>4.5 Provide peer leadership opportunities at targeted secondary sites.</p> <ul style="list-style-type: none"> • Welcome Everybody (WEB) and Link Crew • Student-led tech support teams at one elementary, middle and high school (total of three) 	<p>San Jacinto High School Monte Vista Middle School elementary site: TBD Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF-0701 sites \$ 32,000</p>

<p>4.6 Implement Restorative Justice at secondary sites:</p> <ul style="list-style-type: none"> Staffing (1 m.s. FTE and 1 h.s. FTE) 	<p>San Jacinto High Monte Vista Middle North Mountain Middle San Jacinto Leadership Academy</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (students with discipline issues; In leu of suspension)</p>	<p>LCFF-0707</p> <p>\$170,000</p>
<p>4.7 Provide parent training and development.</p> <ul style="list-style-type: none"> Demystifying the education system, i.e. technology use, Parent Portal, homework help, AERIES. 21st Century Classrooms Parent Leader training: DLAC, African American Parent Advisory, Native American Advisory, Foster Youth and PTA National Father Involvement Movement: "Dad, Walk Your Child To School Day Parent Welcome Back Dinner Fall: Into the Future Parent Conference Spring: Parent/Community Forum Breakfast Spring: Parent/Community Forum Dinner 	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF-0701</p> <p>\$5,000</p> <p>LCFF 0707-0000</p> <p>Sup's Budget</p> <p>\$19,000</p>

<p>4.8 Continue to develop PBIS districtwide with a focus on Tier 2 interventions.</p> <ul style="list-style-type: none"> TOSA 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000- SCPS \$134,000- LCFF 0707</p>
<p>4.9 Continue to expand knowledge and understanding of the San Jacinto Difference, SJUSD's combined Strategic Plan and LCAP.</p> <ul style="list-style-type: none"> Refine goals and objectives Ensure Action Groups meet regularly to monitor implementation, review data and evaluate Provide promotional materials Develop and implement SJUSD Communications Guide to ensure consistent and widespread messaging and announcements of events and services. 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000 \$5,000 Sup's Budget</p>
<p>4.10 Enhance customer service.</p> <ul style="list-style-type: none"> Mystery Shopper Exchange Program District calendars: Site Community Liaisons at elementary and receptionists at secondary Translation Services 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No fiscal impact.</p>

<p>4.11 Increase the visibility and effectiveness of Site Education Tech Resource Teachers (SET RT) through a coordinated publicity campaign.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$39,800 - SETRT's Stipend-LCFF 0707</p>
<p>4.12 In collaboration with Soboba Coordinator for Higher Education and the Soboba Tribal Council, implement a Native American Parent/Community Advisory Council.</p>	<p>Districtwide with specific support provided to sites with the highest percentage of Native American students : Estudillo, North Mountain Middle School and San Jacinto High School. Grades: All</p>	<p>_ All ----- _ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000 \$4,000 Sups Budget</p>

<p>4.13 Increase community outreach and support and instill pride in our schools.</p> <ul style="list-style-type: none"> Principal For A Day San Jacinto Valley's Student of the Month (SOM) program. Two (2) LED Signs on school campus or in the community to highlight SJUSD events and awards Quarterly STAR Bus Tours Fingerprinting Services 1 Community Engagement Specialist Community Liaisons: 7 elementary and 1 additional for parent center 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000 LCFF 0701 \$450,000 LCFF 0707 (8 community liaison) \$4100 LCFF-0000, Sups Budget \$250,000 Redevelopment</p>
<p>4.14 Plan and implement San Jacinto Cultural Heritage Week, with historical emphasis on old California.</p> <ul style="list-style-type: none"> De Anza Elementary to Juan Bautista De Anza Elementary TK-12 lessons about the city's rich heritage, including the Soboba Band of Luiseno Indians' heritage SJ Heritage Day, heritage festival/event or parade in partnership with city 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 Board Budget Unrestricted LCFF</p>
<p>4.15 Create a comprehensive CTE communications campaign to target parents, students and community.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$300 - Sup Budget Unrestricted LCFF</p>

<p>4.16 Support student attendance with attendance recognition awards and incentives.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SCPS-0000 \$45,000</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Attendance rates will increase .5% over the previous year. 2. Chronic absenteeism rates at grades TK and 9 will decrease .5% over the previous year. 3. Chronic absenteeism rates at grades 1,2, & 6 will decrease by .25%. 4. High school dropout rate will decrease by .025% from 4.375% to 4.35% 5. Cohort graduation rate will increase by 1% from 88.5% to 89.5%. 6. Cohort graduation rate for English Learners and Students with Disabilities will increase by 1.5%. 7. Middle School drop-out rate, as determined by the certified CALPADS rate, will not exceed 1%. 8. Overall suspensions will decrease by 1% over previous year. 9. African-American suspensions will decrease by 5% over previous year. 10. Students with disabilities suspensions will decrease by 5%. 11. Foster Youth suspensions will decrease by .01%. 12. Expulsion rate will continue to be below 1% in each subgroup of 100 or more and in total. 13. Percentage of students reporting overall positive feelings of school safety will increase by 2%. 14. Parent workshops/classes offered will increase by 5% from 2016-17 number of workshops. 15. The number of parents responding to Parent Surveys will increase by 2% from 3,155 participants to 3,218. 16. Percent of parents reporting they have been asked to volunteer at their child's school, as indicated by the Parent Survey as Agree or Strongly Agree, will increase by 5%. 17. Percent of parents who know how to obtain tutoring or extra help for their child will increase by 3%. 18. Percent of parents who feel welcomed at school will increase by 1%. 19. Percent of parents who report overall satisfaction with their child's school will be maintained at 94%. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>4.1 Promote student voice through implementation of Superintendent's Student Advisory at Mt. View High School and San Jacinto High School.</p> <ul style="list-style-type: none"> • MVHS • SJHS 	<p>Mt. View High School: 9-12</p> <p>San Jacinto High School: 9-12</p> <p>Grades: 9th, 10th, 11th, 12th</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000</p> <p>Supps Budget</p> <p>\$5,000</p>
<p>4.2 Provide increased counseling support by:</p> <ul style="list-style-type: none"> • Increase school counselor by .5 to expand services at our highest need elementary site (PHE). • Develop and monitor a counseling transition program aimed at effectively reaching all students in grades 6 and 9, to include seven and four-year plans. 	<p>Districtwide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (students with behavioral challenges)</p>	<p>LCFF-0707:</p> <p>\$45,000</p> <p>(.5 FTE)</p>
<p>4.3 Support and Expand African American Partnerships</p> <ul style="list-style-type: none"> • Implement African American mentorship program TK- 12 involving adult to student and/or student to student. • Parent Leadership Training (see 4.7) 	<p>Districtwide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF 0701 (Ed Serv)-\$8,000</p>

<p>4.4 Develop a district-level Student Assistance Program, TK-12, that includes:</p> <ul style="list-style-type: none"> • Family Conference Model • Connecting student and family to existing resources in the community • Training of site staff in the SAP Model • Development of support groups at each site based on qualified trainers and needs of sites • .5 Counselor 	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students with academic, behavioral, emotional and/or social needs)</p>	<p>LCFF-0707: \$45,000 - .5 SAP Counselor \$10,000 -SCPS, Resource 0000, School Code 527</p>
<p>4.5 Provide peer leadership opportunities at targeted secondary sites.</p> <ul style="list-style-type: none"> • Welcome Everybody (WEB) and Link Crew • Student-led tech support teams at one elementary, middle and high school (total of three) 	<p>San Jacinto High School Monte Vista Middle School elementary site: TBD Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF-0701 sites \$ 32,000</p>

<p>4.6 Implement Restorative Justice at secondary sites:</p> <ul style="list-style-type: none"> Staffing (1 m.s. FTE and 1 h.s. FTE) 	<p>San Jacinto High Monte Vista Middle North Mountain Middle San Jacinto Leadership Academy</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (students with discipline issues; In leu of suspension)</p>	<p>LCFF-0707</p> <p>\$170,000</p>
<p>4.7 Provide parent training and development.</p> <ul style="list-style-type: none"> Demystifying the education system, i.e. technology use, Parent Portal, homework help, AERIES. 21st Century Classrooms Parent Leader training: DLAC, African American Parent Advisory, Native American Advisory, Foster Youth and PTA National Father Involvement Movement: "Dad, Walk Your Child To School Day Parent Welcome Back Dinner Fall: Into the Future Parent Conference Spring: Parent/Community Forum Breakfast Spring: Parent/Community Forum Dinner 	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF-0701</p> <p>\$5,000</p> <p>LCFF-0000/S.B</p> <p>\$19,000</p>

<p>4.8 Continue to develop PBIS districtwide with a focus on Tier 2 interventions.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000- SCPS \$34,000- LCFF 0707</p>
<p>4.9 Continue to expand knowledge and understanding of the San Jacinto Difference, SJUSD's combined Strategic Plan and LCAP.</p> <ul style="list-style-type: none"> • Refine goals and objectives • Ensure Action Groups meet regularly to monitor implementation, review data and evaluate • Provide promotional materials • Develop and implement SJUSD Communications Guide to ensure consistent and widespread messaging and announcements of events and services. 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000/SB \$5,000</p>
<p>4.10 Enhance customer service.</p> <ul style="list-style-type: none"> • Mystery Shopper Exchange Program • District calendars: Site Community Liaisons at elementary and receptionists at secondary 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No fiscal impact.</p>

<p>4.11 Increase the visibility and effectiveness of Site Education Tech Resource Teachers (SET RT) through a coordinated publicity campaign.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$39,800 - SETRT's Stipend-LCFF 0707</p>
<p>4.12 In collaboration with Soboba Coordinator for Higher Education and the Soboba Tribal Council, implement a Native American Parent/Community Advisory Council.</p>	<p>Districtwide with specific support provided to sites with the highest percentage of Native American students : Estudillo, North Mountain Middle School and San Jacinto High School. Grades: All</p>	<p>_ All ----- _ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000/SB \$4,000</p>
<p>4.13 Increase community outreach and support and instill pride in our schools.</p> <ul style="list-style-type: none"> • Principal For A Day • San Jacinto Valley's Student of the Month (SOM) program. • Two (2) LED Signs on school campus or in the community to highlight SJUSD events and awards • Quarterly STAR Bus Tours 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000 LCFF 0701 \$4100 LCFF-0000/Sups Budget \$250,000 Redevelopment</p>

<p>4.14 Plan and implement San Jacinto Cultural Heritage Week, with historical emphasis on old California.</p> <ul style="list-style-type: none"> • De Anza Elementary to Juan Bautista De Anza Elementary • TK-12 lessons about the city's rich heritage, including the Soboba Band of Luiseno Indians' heritage • SJ Heritage Day, heritage festival/event or parade in partnership with city 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 Board Budget Unrestricted LCFF</p>
<p>4.15 Add one additional Site School Community Liaison to provide support to SJUSD Parent Center.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000 LCFF 0707</p>
<p>4.16 Create a comprehensive CTE communications campaign to target parents, students and community.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000/SB \$300</p>
<p>4.17 Support student attendance with attendance recognition awards and incentives.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SCPS-0002 \$45,000 Unrestricted LCFF</p>

LCAP Year 3

Expected Annual Measurable Outcomes:

1. Attendance rates will increase .5% over the previous year.
2. Chronic absenteeism rates at grades TK and 9 will decrease .5% over the previous year.
3. Chronic absenteeism rates at grades 1,2, & 6 will be maintained.
4. High school dropout rate will be maintained at 4.35%
5. Cohort graduation rate will increase by 1% from 89.5% to 90.5%.
6. Cohort graduation rate for English Learners and Students with Disabilities will increase by 1%.
7. Middle School drop-out rate, as determined by the certified CALPADS rate, will not exceed 1%.
8. Overall suspensions will decrease by 1% over previous year.
9. African-American suspensions will decrease by 3% over previous year.
10. Students with disabilities suspensions will decrease by 2%.
11. Foster Youth suspensions will decrease by .01%.
12. Expulsion rate will continue to be below 1% in each subgroup of 100 or more and in total.
13. Percentage of students reporting overall positive feelings of school safety will increase by 2%.
14. Parent workshops/classes offered will increase by 5% from 2017-18 number of workshops.
15. The number of parents responding to Parent Surveys will be maintained at 33% of parent population.
16. Percent of parents reporting they have been asked to volunteer at their child's school will increase by 3%.
17. Percent of parents who know how to obtain tutoring or extra help for their child will increase by 3%.
18. Percent of parents who feel welcomed at school will increase by 1%.
19. Percent of parents who report overall satisfaction with their child's school will be maintained at 94%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Promote student voice through implementation of Superintendent's Student Advisory at Mt. View High School and San Jacinto High School.</p> <ul style="list-style-type: none"> • MVHS • SJHS 	<p>Mt. View High School: 9-12</p> <p>San Jacinto High School: 9-12</p> <p>Grades: 9th, 10th, 11th, 12th</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF-0000/SB</p> <p>\$5,000</p>

<p>4.2 Provide increased counseling support by:</p> <ul style="list-style-type: none"> • Increase school counselor by .5 to expand services at our highest need elementary site (PHE). • Develop and monitor a counseling transition program aimed at effectively reaching all students in grades 6 and 9, to include seven and four-year plans. 	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (students with behavioral challenges)</p>	<p>LCFF-0707: \$45,000 (.5 FTE)</p>
<p>4.3 Support and Expand African American Partnerships</p> <ul style="list-style-type: none"> • Implement African American mentorship program TK- 12 involving adult to student and/or student to student. • Parent Leadership Training (see 4.7) 	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF 0701 (Ed Serv)-\$8,000</p>
<p>4.4 Dvelop a district-level Student Assistance Program, TK-12, that includes:</p> <ul style="list-style-type: none"> • Family Conference Model • Connecting student and family to exisiting resources in the community • Training of site staff in the SAP Model • Development of support groups at each site based on qualified trainers and needs of sites • .5 Counselor 	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students with academic, behavioral, emotional and/or social needs)</p>	<p>LCFF-0707: \$45,000 - .5 SAP Counselor \$10,000 -SCPS, Resource 0000, School Code 527</p>

<p>4.5 Provide peer leadership opportunities at targeted secondary sites.</p> <ul style="list-style-type: none"> • Welcome Everybody (WEB) and Link Crew • Student-led tech support teams at one elementary, middle and high school (total of three) 	<p>San Jacinto High School</p> <p>Monte Vista Middle School</p> <p>elementary site: TBD</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0701 sites</p> <p>\$ 32,000</p>
<p>4.6 Implement Restorative Justice at secondary sites:</p> <ul style="list-style-type: none"> • Staffing (1 m.s. FTE and 1 h.s. FTE) 	<p>San Jacinto High</p> <p>Monte Vista Middle</p> <p>North Mountain Middle</p> <p>San Jacinto Leadership Academy</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (students with discipline issues; In leu of suspension)</p>	<p>LCFF-0707</p> <p>\$170,000</p>

<p>4.7 Provide parent training and development.</p> <ul style="list-style-type: none"> • Demystifying the education system, i.e. technology use, Parent Portal, homework help, AERIES. • 21st Century Classrooms • Parent Leader training: DLAC, African American Parent Advisory, Native American Advisory, Foster Youth and PTA • National Father Involvement Movement: "Dad, Walk Your Child To School Day • Parent Welcome Back Dinner • Fall: Into the Future Parent Conference • Spring: Parent/Community Forum Breakfast • Spring: Parent/Community Forum Dinner 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0701 \$5,000 LCFF-0000/SB \$19,000</p>
<p>4.8 Continue to develop PBIS districtwide with a focus on Tier 2 interventions.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000- SCPS \$34,000- LCFF 0707</p>
<p>4.9 Continue to expand knowledge and understanding of the San Jacinto Difference, SJUSD's combined Strategic Plan and LCAP.</p> <ul style="list-style-type: none"> • Refine goals and objectives • Ensure Action Groups meet regularly to monitor implementation, review data and evaluate • Provide promotional materials • Develop and implement SJUSD Communications Guide to ensure consistent and widespread messaging and announcements of events and services. 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000/SB \$5,000</p>

<p>4.10 Enhance customer service.</p> <ul style="list-style-type: none"> • Mystery Shopper Exchange Program • District calendars: Site Community Liaisons at elementary and receptionists at secondary 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No fiscal impact.</p>
<p>4.11 Increase the visibility and effectiveness of Site Education Tech Resource Teachers (SET RT) through a coordinated publicity campaign.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$39,800 - SETRT's Stipend-LCFF 0707</p>
<p>4.12 In collaboration with Soboba Coordinator for Higher Education and the Soboba Tribal Council, implement a Native American Parent/Community Advisory Council.</p>	<p>Districtwide with specific support provided to sites with the highest percentage of Native American students : Estudillo, North Mountain Middle School and San Jacinto High School. Grades: All</p>	<p>_ All ----- _ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF-0000/SB \$4,000</p>

<p>4.13 Increase community outreach and support and instill pride in our schools.</p> <ul style="list-style-type: none"> Principal For A Day San Jacinto Valley's Student of the Month (SOM) program. Two (2) LED Signs on school campus or in the community to highlight SJUSD events and awards Quarterly STAR Bus Tours 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000 LCFF 0701 \$4100 LCFF-0000/SB \$250,000 Redevelopment</p>
<p>4.14 Plan and implement San Jacinto Cultural Heritage Week, with historical emphasis on old California.</p> <ul style="list-style-type: none"> De Anza Elementary to Juan Bautista De Anza Elementary TK-12 lessons about the city's rich heritage, including the Soboba Band of Luiseno Indians' heritage SJ Heritage Day, heritage festival/event or parade in partnership with city 	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 Board Budget Unrestricted LCFF</p>
<p>4.15 Add one additional Site School Community Liaison to provide support to SJUSD Parent Center.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000 LCFF 0707</p>

4.16 Create a comprehensive CTE communications campaign to target parents, students and community.	Districtwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	LCFF-0000/SB \$300
4.17 Support student attendance with attendance recognition awards and incentives.	Districtwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	SCPS-0002 \$45,000 Unrestricted LCFF

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	All students will graduate ready for success in college and a career.		Related State and/or Local Priorities: _1 _2 X 3 X 4 _5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	A. Increase cohort graduation rate by 2% . B. A-G completion will increase by 3% over the previous years in each subgroup of 100 or more and 3% in		Actual Annual Measurable Outcomes:	A. Increase cohort graduation rate by 2%. <ul style="list-style-type: none"> • Actual: 86.6% to 87.5% • White: 88.5% to 91.0% • AA: 78.7% to 81.0% • Hispanic: 87.1% to 87.2%

total over previous year.

C. % of 11th grade students achieving “College Ready” status or higher will increase by **3%** in ELA & Math in

each subgroup of 100 or more and **3%** in total over the previous year as measured by EAP.

D. % of 11th grade students achieving “Conditional Ready” status or higher will increase by **3%** in ELA & Math

in each subgroup of 100 or more and **3%** in total over the previous year as measured by EAP.

E. CTE participation rate will increase **2%** in each subgroup of 100 or more and **3%** in total over the previous

year.

F. Participation rate on SAT/ACT college entrance exams will increase **5%**.

G. **5%** more students will meet Early Literacy Benchmarks in grade 1 – 3 over the previous year.

H. API will be established by state. EAMO will be established once API baseline is available.

I. Increase AP exam pass rate by **3%**.

J. AP participation rate will increase by **2%**.

K. Decrease high school dropout rate by **1%**.

L. **5%** more 3rd graders will be reading proficiently, as determined by CAASPP.

M. **5%** more 5th graders will score proficiently in the area of math, as determined by CAASPP.

N. **5%** more 8th graders will pass Math 1 with a grade of “C” or better.

- AI: 83.3% to 75.0%
- SPED: 66.7% to 65.9%
- EL: 81.2% to 82.9%

Cohort graduate rate increased by 1% from 86.6% in 2014 to 87.5% in 2015, thus meeting 33% of targeted outcome. It also surpassed county average of 87.4% and state average of 82.3% by 6%. While SJUSD did not meet its stated outcome, we continue to move our graduation rate in the right direction. Riverside County Office of Education recognized San Jacinto Unified for having the second highest growth in graduation rates in Riverside County over a five-year period.

B. A-G completion will increase by **3%** over the previous years in each subgroup of 100 or more and **3%** in

total over previous year.

- Actual: 32.8% to 35.4%
- White: 36.8% to 39.2%
- Hispanic: 31.0% to 38.8%
- AA: 30.0% to 32.3%
- AI: 9.0% to 55.6%
- SPED: 0% to 1.5%
- EL: 8.3% to 0%

C. % of 11th grade students achieving “College Ready” status or higher will increase by **3%** in ELA & Math in each subgroup of 100 or more and **3%** in total over the previous year as measured by EAP.

- Actual: Not yet available
- AA: Not yet available
- SPED: Not yet available
- EL: Not yet available

D. % of 11th grade students achieving “Conditional Ready” status will increase by **3%** in ELA & Math

- O. **5%** more 8th graders will pass Math 8 with a grade of “C” or better.
- P. **3%** less 6th graders will fail Math.
- Q. **3%** less 6th graders will fail ELA.
- R. AMAO #1-**5%** more individual student CELDT scores will increase by one year’s growth.
- S. AMAO #2-**5%** more EL students, less than five years, will meet proficiency on standardized exams (reclassification)
- T. AMAO #3-Establish baseline percentage for overall district performance for EL subgroup using CAASPP.

in each subgroup of 100 or more and **3%** in total over the previous year as measured by EAP.

- Actual: Not yet available
- AA: Not yet available
- SPED: Not yet available
- EL: Not yet available

E. CTE participation rate will increase **2%** in each subgroup of 100 or more and **3%** in total over the previous

year.

Data compiled through third quarter, 2016.

- Actual: 22.3% to 42.2%

F. Participation rate on SAT/ACT college entrance exams will increase **5%**.

Actual:	SAT	ACT
13-14:	38.3%	53.0%
14-15:	37.9%	63.4%

The 14-15 SAT data reflects students who attended San Jacinto High School and tested. Per College Board there is no data that indicates students from Mt. View High School or Mt. Heights Academy have tested for the SAT.

G. **5%** more students will meet Early Literacy Benchmarks in grade 1 – 3 over the previous year

Data compiled through third quarter, 2016.

Act:	Gr 1: 83.4%;	Gr 2: 54.1%;	Gr 3: 45.0%
AA:	80.0%	41.0%	52.4%
AI:	77.3%	53.3%	42.4%

SPED: 47.3% 21.8% 19.1%

EL: 78.4% 54.0% 38.0%

H. API will be established by state. EAMO will be established once API baseline is available.

- Actual: Not yet available
- Hisp: Not yet available
- White: Not yet available
- AA: Not yet available
- SPED : Not yet available
- EL: Not yet available

I. Increase AP exam pass rate by **3%**.

- Actual: Not yet available
- Hisp: Not yet available
- White: Not yet available
- AA: Not yet available
- SPED: Not yet available
- EL: Not yet available

J. AP participation rate will increase by **2%**.

Data compiled through third quarter, 2016.

- Actual: 35.9%
- White 19.6%
- Hispanic 61%
- AA: 7.2%
- SPED: 1.5%
- EL: 1.4%

K. Decrease high school dropout rate by 2%.

- 2013-14: 4.7%
- 2014-15: 4.4%

High school dropout rate decreased by 6%. It also surpassed county dropout rate of 7.7% by 42% and the state dropout rate of 10.7% by 59%. High school

drop out rate tripled its stated outcome. SJUSD has the third lowest dropout rate in the county despite having one of highest low socioeconomic rates in the county.

L. **5%** more 3rd graders will be reading proficiently, as determined by **CAASPP**.

- Actual: Not yet available
- White: Not yet available
- Hisp: Not yet available
- AA: Not yet available
- SPED: Not yet available
- EL: Not yet available

M. **5%** more 5th graders will score proficiently in the area of math, as determined by **CAASPP**.

- Actual: Not yet available
- White: Not yet available
- Hisp : Not yet available
- AA: Not yet available
- SPED: Not yet available
- EL: Not yet available

N. **5%** more 8th graders will pass Math 1 with a grade of "C" or better.

Data compiled through first semester, 2016.

- Actual: 83% to 86%
- Hisp: 97.4% to 69.2%
- White: 95% to 64.5%
- AA: 100% to 100%
- AI: 100% to 100%
- SPED: 100% to 40%
- EL: 0 students enrolled

O. **5%** more 8th graders will pass Math 8 with a grade of "C" or better.

Data compiled through first semester, 2016.

- Actual: 48.0% to 63.3%
- Hisp: 78.6% to 70.5%
- White: 80% to 66.6%
- AA: 52.9% to 62.5%
- SPED: 57.8% to 71.4%
- EL: 56.6% to 71.4%

P. **3%** less 6th graders will fail Math.

Data compiled through first semester, 2016.

- Actual: 9.0% to 8.4%
- Hisp: 4.5% to 4.0%
- White: 1.8% to 3.3%
- AA: 6.8% to 10.7%
- AI: 0.0% to 8.4%
- SPED: 6.4% to 5.0%
- EL: 5.5% to 9.4%

Q. **3%** less 6th graders will fail ELA.

Data compiled through first semester, 2016.

- Actual: 14.1% to 10.8%
- Hisp: 9.2% to 8.0%
- White: 8.8% to 5.8%
- AA: 16.6% to 0.0%
- AI: 18.2% to 18.2%
- SPED: 13.7% to 4.7%
- EL: 31.7% to 21.7%

R. AMAO #1- **5%** more individual student CELDT scores will increase by one year's growth.

- Actual 14-15 57.1%
- Estimated 15-16 53.8%

S. AMAO #2- **5%** more EL students, less than five years, will meet proficiency on standardized exams

(reclassification)

- Actual 14-15: 25.9% (less than 5 years)
- Estimated 15-16 24.5% (less than 5 years)
- Actual 14-15 45.4% (more than 5 years)
- Estimated 15-16 40.7% (more than 5 years)

T. AMAO #3-Establish baseline percentage for overall district performance for EL subgroup using CAASPP.

- Actual: Not yet available

Self Assessment Process:

All actions/services have been reviewed for effectiveness in meeting the Planned Measurable Outcomes and/or for effectiveness in achieving progress toward those goals. Each Actual Action/Service listed below is rated on a scale of 0-2 for effectiveness in meeting the Planned Measurable Outcome and/or effectiveness in progressing to those goals:

2: Performance met Planned Measurable Outcome or progress toward attainment of Planned Measurable

Outcome has been substantially enhanced.

1: Performance improved: Although the Planned Measurable Outcome was not met, there is evidence that progress toward attainment has been improving.

0: Performance declined or was not deemed effective.

LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Support Restart credit recovery classes and/or Saturday Academies at secondary sites.		\$10,000 Ed Flex-0898	At San Jacinto High School there are several programs being implemented to support struggling students as they work toward graduation. Restart credit recovery classes were offered both within the school day and after school to help students with academic work and to give them the opportunity to revisit, relearn and retest on required curriculum. This is done simultaneously with grade level course enrollemnt. Saturday Academies were offered to students in dange of failing courses. Attendance at these Saturday sessions were designed to help students "catch up" by taking a second, different approach to the learning. Effeciveness = 2		\$12, 920
Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th		Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

1.2 Support Academic Decathlon at SJHS		\$2,000 LCFF-0701	In an effort to expand rigorous learning opportunities for our students, SJUSD initiated participation in the Academic Decathlon this year. Support of the program included training, materials and travel. Because this was the first year that SJUSD undertook the development of an Academic Decathlon team, the funding for the program was estimated based on presumed needs. SJUSD found that the total amount budgeted was not required. The Academic Decathlon was fully funded and monies not expended were provided to other accelerated activities. Effectiveness = 2	\$1,212.00
Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th		Scope of service: SJHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.3 Continue AVID contracts district-wide		\$20,000 Ed Flex-0898	SJUSD expanded school participation in the AVID program this year. The District funds the contract for all schools implementing the AVID program. There was an increase in our budgeted amount from last year because we included four elementary sites as well as the secondary sites. Effectiveness = 2	\$39,706

Scope of service:	SJHS, MVMS, NMMS, SJE, HYT, PHE, REC Grades: All		Scope of service:	SJHS, MVMS, NMMS, SJE, HYT, PHE, REC Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.4 Support and expand AVID program district-wide NMMS-\$15k REC-\$10k MVMS-\$10k HYA-\$10k SJE-\$10k PHE-\$10k		\$65,000 LCFF-0701-sites	Four elementary sites (San Jacinto Elementary, Park Hill Elementary, Record Elementary and Hyatt Elementary) began the process of implementing AVID. This included training, materials and visitations to existing exemplary AVID districts and sites outside of SJUSD. The two participating middle schools (Monte Vista Middle School and North Mountain Middle School) as well as the high school (San Jacinto High School) focused on expanding the program to achieve school-wide implementation. Effectiveness = 2		\$65,000
Scope of service:	SJHS, NMMS, MVMS, REC, HYT, SJE, PHE Grades: All		Scope of service:	SJHS, NMMS, MVMS, REC, HYT, SJE, PHE Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>1.5 Support and expand the Career Technical Education (CTE) Culinary pathway at SJHS</p>		<p>\$3,000 LCFF-0701</p>	<p>The Culinary Arts courses are an important part of the expanding CTE program at SJHS. Additional substitute and extra duty support for the primary teacher made it possible for the Culinary Arts students to increase their community activities. It also offers our students additional and relevant career opportunities in their post-secondary choices.</p> <p>Effectiveness = 2</p>		<p>\$1,500</p>
<p>Scope of service:</p>	<p>SJHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>SJHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

1.6 Provide materials cor CTE pathway courses at secondary (medical assisting/clinical, EMT, law enforcement, etc.)		\$20,000 LCFF-0701	In support of college and career readiness, SJUSD has continued to rigorously support the development and provision for CTE pathway courses at the secondary level. New courses have been added, such as Project Lead the Way, that require teacher training, materials and technology. Effectiveness = 2	\$13, 674
Scope of service:	SJHS Grades: 10th, 11th, 12th		Scope of service: SJHS Grades: 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.7 Support District Accelerated Reader District-Wide		\$3,500 Title I PD-3010	The Accelerated Reader software program was provided to all school sites in order to promote reading and literacy for all students. The high school experienced minimal use, but the program was offered through the English classes. Implementation of the program at high school will be reconsidered. Funds were also used to support the AR Committee where uses of AR were discussed, goals set and training provided. Effectiveness = 2	\$3,000

Scope of service:	Cope, DeAnza, Hyatt, PHE, Estudillo, SJE, and Record Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	All elementary sites Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.8 Support GATE testing district-wide		\$10,000 LCFF-0701	Students are tested for GATE in elementary schools beginning in 3rd grade. Secondary students are tested upon recommendation. All sites are then provided student lists of identified GATE students so that follow up accelerated or enrichment instruction can be provided. The District provides a team of substitutes to administer the GATE assessment. Effectiveness = 2		\$10,000
Scope of service:	All Grades: All		Scope of service:	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

1.9 Participate in History Day		\$8,000 LCFF-0701	San Jacinto High School is the primary site for the second year of implementation of the History Day program. All history students were mandated to participate. Middle schools had the option of offering the program to their 8th grade students. The topics for History Day demand that students research, analyze and evaluate data about specific events in history. These activities directly supported the District/site goals for making students college and career ready. SJHS sent a number of students to the County competition and two SJUSD students progressed to the state level. Effectiveness = 2	\$9, 533
Scope of service:	SJHS, MVHS, NMMS, SJLA, MVMS Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service: SJHS, MVHS, NMMS, SJLA, MVMS Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.10 Provide author visits to elementary school sites throughout the school year for the purpose of promoting writing and balanced literacy		\$12,000 LCFF-0701	One Authors' Day for elementary sites was provided this year. The District has now provided one Authors' Day for each elementary school for the purpose of promoting writing and balanced literacy. Books for the elementary libraries were also provided. Effectiveness = 2	\$5,000

Scope of service:	Cope, DZA, SJE, HYA, REC, PHE, EST Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	HYT, REC, PHE Grades: 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.11 Support college indicator exams at middle school sites.		\$8,000 LCFF-0701	SJUSD worked with the three middle schools and the comprehensive high school on a plan to help our students be more prepared for college and/or career. Part of this effort was to provide to all 8th, 9th and 10th grade students the ability to take the PSAT assessment in order to determine "AP/Honors potential. This assessment was provided to all of these students in order to remove any financial barriers that might limit their accessibility to the test. Effectiveness = 2	\$15,000	
Scope of service:	NMMS, SJLA, MVMS, SJHS Grades: 8th, 9th, 10th		Scope of service:	NMMS, SJLA, MVMS, SJHS Grades: 8th, 9th, 10th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

1.12 Support CELDT Administration district-wide		\$32,000 Ed Flex-0898	As part of the English Language Learner program and in compliance with state mandates, all SJUSD English Learner students are tested using the CELDT within the prescribed testing window. All tests were administered and data submitted as required. This data will be used to determine next instructional steps that is differentiated for all English Learners. Effectiveness = 2	\$34, 770
Scope of service:	All Grades: All		Scope of service: All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1.13 Provide ELD Training and materials K-12		\$30,000 Title III-4203	ELD was a focus area for the district. A variety of trainings were provided to district personnel, site administrators and teachers in order to support the academic progress of EL students. This training included workshops through the county offices, site district training and support of the EL plan through facilitation of a Title III Committee. All teachers were provided with a copy of the new ELD standards and supporting training. There is still a significant need to get every classroom teacher trained so that ELD program implementation is effective and rigorous. Effectiveness = 2	\$30,000

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.14 Provide AVID Excel collaboration time		\$2,400 Title III-4203	AVID Excel is a specialized program to support Long Term English Learners become academically successful. AVID Excel classes are offered at Monte Vista Middle School and North Mountain Middle School as a language support class for EL students at the intermediate leve. Through the implementation of the focused curriculum, students are supported in their efforts for reclassification and success after reclassification. Teachers were offered release/planning time throughout the year to review and refine the AVID Excel curriculum. This teacher collaboration involved teaming by the two middle schools to strengthen the ELD program at the secondary level and was facilitated by the EL Teacher on Special Assignment from the District. Teachers did not meet as frequently as offered. More structure to the collaboration is needed next year. Effectiveness = 1	\$1,000	
Scope of service:	NMMS, MVMS Grades: 6th, 7th, 8th		Scope of service:	NMMS, MVMS Grades: 7th, 8th	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>1.15 Support the summer AVID Excel Bridge program</p>		<p>\$10,000 Title III-4203</p>	<p>The AVID Excel Bridge program is a course offering during summer school that prepares students for enrollment in the AVID Excel regular program during the school year. During the two weeks of summer school, AVID Excel students are able to become acclimated to the program expectations and to the teachers who will provide the instruction during the year. The program is an important part of the District and site response to the needs of Long Term English Language Learner (LTEL) students.</p> <p>Effectiveness = 2</p>	<p>\$10,000</p>
<p>Scope of service:</p>	<p>NMMS, MVMS</p> <p>Grades: 6th, 7th, 8th</p>		<p>Scope of service:</p> <p>NMMS, MVMS</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

1.16 Support AVID Excel College Trip		\$3,000 Title III-4203	AVID Excel College trips were provided to both middle school programs through the Summer Bridge. Effectiveness = 2	\$3,000
Scope of service:	NMMS, MVMS Grades: 6th, 7th, 8th		Scope of service: NMMS and MVMS Grades: 7th, 8th	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
1.17 Support AVID vertical articulation		\$8,000 Title I PD-3010	SJUSD supports the AVID program and has expanded it to four elementary sites in addition to the secondary sites that have implemented the program for several years. In order to make the AVID program most effective, collaboration and consultation among AVID teachers, both vertically and horizontally, is essential. SJUSD facilitated vertical articulation among schools through after school meetings throughout the year where the school sites shared strategies, data and goals. Participation in AVID Summer Institute was also partially supported by the District. Effectiveness = 2	\$46,000

Scope of service:	SJHS, NMMS, MVMS, REC, HYA, PHE, SJE Grades: All		Scope of service:	SJHS, NMMS, MVMS, REC, HYA, PHE, SJE Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.18 Support the implementation of a Title III Committee		\$5,000 Title III-4203	The Title III Committee was organized in order to support the ELD program district-wide and to inform all stakeholders about the goals and implementation of that program. The Title III Committee facilitates the review and revision of the District Title III Plan in support of English Language Learners district-wide. Effectiveness = 2		\$1,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

1.19 Support English Learner recognitions (BEST, etc.)		\$1,500 Title III 4203	In order to support and recognize the accomplishments of our EL students and staff, SJUSD funded EL recognitions that included Bi-literacy and Multi-literacy Seal achievement and BEST (Bilingual Educators Succeeding Together) county staff recognitions. Effectivenss = 2	\$1,500
Scope of service:	All Grades: All		Scope of service: All . Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.20 Support District English Language Advisory Committee (DELAC)		\$1,000 Title III-4203 \$1,000 Ed Flex 0898	The District English Language Advisory Committee (DELAC) is a district committee that facilitates collaboration and cooperation among school site English Language Advisory Committee (ELAC) programs. Four times a year the DELAC meets to share with site leaders/representatives important information about the district program, state mandates and ELL data. Site representatives have the opportunity to share information from the site level, make concerns known and share ideas and suggestions. DELAC is an important component of the District outreach to families and the community. More participation from the sites would be beneficial. Effectiveness = 2	\$1,250

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
1.21 Support and expand summer school credit recovery/acceleration course offerings		<p>\$140,000 LCFF-64%-0701</p> <p>\$79,200 Restricted Lottery-6300</p> <p>Ed Flex-36% 0898</p>	<p>Summer school was expanded to provide more opportunities for secondary students. In the past, the primary goal of summer school was remediation. SJUSD is working to provide acceleration courses in addition to remediation courses so that students have expanded course choices during the school year. Additionally, SJUSD is providing credit recovery and course preparation/review summer school courses to help struggling students be academically successful and graduation-ready.</p> <p>Effectiveness = 2</p>		\$220,000
Scope of service:	SJHS, MVMS Grades: 8th, 9th, 10th, 11th, 12th		Scope of service:	SJHS, MVMS Grades: 8th, 9th, 10th, 11th, 12th	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

1.22 Support Physical Fitness testing district-wide		\$4,000 LCFF-0701	Physical Fitness testing is supported district-wide for grades 5 and 9 every year in compliance with state requirements. The funding allocation covered PE testing equipment and data processing contract. Effectiveness = 2	\$4,455
Scope of service:	SJHS, Cope, REC, DZA, SJE, HYA, PHE, EST Grades: 5th, 9th		Scope of service: SJHS, Cope, REC, DZA, SJE, HYA, PHE, EST Grades: 5th, 7th, 9th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.23 Support and expand International Baccalaureate Diploma Program at SJHS		\$60,000 Ed Flex-0898	The International Baccalaureate Diploma Program at SJHS is in its second year of implementation. The enrollment in the program has tripled in these two years. The District continues to support the expansion of the IBDP with funding for materials, training and assessment costs. Effectiveness = 2	\$60,000
Scope of service:	SJHS Grades: 11th, 12th		Scope of service: SJHS Grades: 11th, 12th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>1.24 Fund Spelling Bee materials</p>		<p>\$2,500 Ed Flex-0898</p>	<p>SJUSD annually supports site and district Spelling Bee activities. The Spelling Bee program provides students with motivation to study hard and become familiar with language. It is part of the college and career ready plan to engage students in learning.</p> <p>Effectiveness = 2</p>	<p>\$2,500</p>
<p>Scope of service:</p>	<p>CPE, DZA, REC, SJE, EST, PHE, HYA</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th</p>		<p>Scope of service:</p> <p>CPE, DZA, REC, SJE, EST, PHE, HYA</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

1.25 Fund Science Fair materials		\$2,000 Ed Flex-0898	In order to provide students district-wide with opportunities to participate in scientific learning experiences, the SJUSD supports site and district Science Fair activities by funding events and providing materials. Effectiveness = 2	\$2,000
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.26 Fund Instructional Reviews district-wide		\$15,000 Title I PD-3010	In order to provide site opportunities for consideration of instructional practices, each school site facilitated three instructional reviews throughout the year. These reviews were site-based and provided release time for teachers to visit other classrooms and evaluate the site academic program through that lens. Consideration of site assessment data was also part of the collaboration and review. Reviews were focused on writing, ELD and one specific topic of the school site's choosing. Effectiveness = 2	\$7,000
Scope of service:	All Grades: All		Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.27 Continue District Site Leadership Team (DSLTL) meetings		\$20,000 Title I PD-3010	The District Site Leadership Team is continuously supported by the District to support collaboration among school sites and teachers. The DSLTL provides specific training in areas of academic need, reviews site/District academic data and provides a forum for site leadership teams to develop responses to specific academic site needs. These DSLTL meetings occur four times a year as a support for site academic efforts. Effectiveness = 2	\$17,146
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

1.28 Provide ASES after-school program		\$933,000 ASES-6010	The ASES after-school program was provided to all of elementary and middle school sites. The ASES program provided a variety of important opportunities for students, including tutoring, enrichment programs and STEM activities. Effectiveness = 2	\$933,000
Scope of service:	CPE, REC, DAZ, SJE, HYA, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service: CPE, REC, DAZ, SJE, HYA, EST, PHE, NMMS and MVMS Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.29 Provide release time/subs for Universal Diagnostic Tool administration (Tk-5)		\$25,000 Ed Flex-0898	A Universal Diagnostic/Screening tool was implemented in order to identify struggling students who would require additional support and intervention. This was part of the Rtl strategy implemented by the district in all elementary schools. Release time and substitute teacher support was provided to all Tk-5 teachers in order to facilitate this screening process most effectively. Students were screened three times during the year. Effectiveness = 2	\$47,000

Scope of service:	CPE, DZA, REC, HYA, SJE, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, DZA, REC, HYA, SJE, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.30 Support Concurrent Enrollment at SJHS		\$5,000 Restricted Lottery-6300	As part of SJUSD's focus on expanding student learning opportunities, the District supports the concurrent enrollment program at SJHS. Through this program students are supported in their efforts to accelerate and to become college and career ready. This support includes materials and curriculum. It is a clear goal of the District to expand this academic opportunity for all students. Lower enrollment caused decreased expenditure. Estimates will be lowered for next year. Effectiveness = 2	\$1,237	
Scope of service:	SJHS, MVHS Grades: 9th, 10th, 11th, 12th		Scope of service:	SJHS, MVHS Grades: 9th, 10th, 11th, 12th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>1.31 Provide Foster Youth school supplies, backpacks, computers at secondary sites in order to provide equity to the academic program district-wide</p>		<p>\$30,000 SCPS</p>	<p>SJUSD has focused on removing barriers for college and career readiness for all students, but specifically those with extenuating circumstances. Foster Youth are a focus group for support in SJUSD. In order to provide scaffolds for academic success, the District allocated funding to fill "gaps" that might exist for these students. The District provided supplies, technology and backpacks to Foster Youth were needed. A concerted effort was made to reach out to Foster Youth families to assess need and offer assistance.</p> <p>Effectiveness = 2</p>	<p>\$14,000</p>	
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

1.32 Provide Foster Youth fieldtrips to reinforce college and career ready		\$5,000 SCPS	Foster Youth are a growing segment of SJUSD's student population. Specific efforts were made to support Foster Youth academically and socially. Part of this effort was to provide field trip opportunities for them in order to support and reinforce their academic aspirations and goals. Two different field trips were taken to Sea World where students were provided the educational tour. Museums and Castle Park were also provided on weekends. Effectiveness = 2	\$5,000
Scope of service:	All Grades: All		Scope of service: All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.33 Provide additional Physical Education and recess equipment and training to support SPARKS.		\$65,000 LCFF-0701-site \$4,565 LCFF-0701	In order to strengthen the elementary physical education program, sites were provided with additional funds to purchase PE and recess equipment. Additionally, PE curriculum training and materials were provided through the SPARKS program to all elementary sites. Effectiveness = 2	\$120,000

Scope of service:	CPE, DZA, REC, HYA, PHE, SJE, EST Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, DZA, REC, HYA, PHE, SJE, EST Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.34 Continue to support the Agricultural pathway at San Jacinto High School		\$10,000 Ag Grant & Ag Pathway Grant	As part of District support for CTE programs that offer students a wide variety of learning pathways, the Agricultural courses are supported yearly. Primary funding for the program comes from a grant, but the district support is aimed at providing more students access to the coursework and to supplement the grant for program needs. Funds were used to provide class materials, equipment and to support an additional Agricultural teacher. Effectiveness = 2	\$10,000	
Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th		Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.35 Offer Certificated Nursing program at SJHS		\$125,000 CCPT Grant	Program was implemented in second semester due to lack of qualified teaching candidate. Materials and teaching salary were funded through the CCPT grant monies. Effectiveness = 1		\$100,000
Scope of service:	SJHS Grades: 10th, 11th, 12th		Scope of service:	SJHS Grades: 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

1.36 Support STEM opportunities at Monte Vista Middle School		\$25,000 LCFF-0701-site	Last year MVMS prepared to become a school-wide STEM site by visiting other districts, attending conferences and trainings and purchasing appropriate materials and equipment. This year MVMS began full implementation of the STEM program across grades. Specific courses were offered, specialized activities were provided and supporting events were facilitated. There are high levels of commitment to the STEM program by teachers and students. Effectiveness = 2	\$25,000
Scope of service:	MVMS Grades: 6th, 7th, 8th		Scope of service: MVMS Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.37 Support STEM opportunities at San Jacinto High School		\$15,000 LCFF-0701	Biomedical STEM offerings at San Jacinto High School were expanded, primarily through the implementation of Project Lead the Way pathway courses. This included teacher training, materials acquisition and technology support. Explicit efforts were made to encourage more students to engage in STEM coursework. Effectiveness = 2	\$35,000

Scope of service:	SJHS Grades: 9th, 10th		Scope of service:	SJHS Grades: 9th, 10th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.38 Support & expand STEAM opportunities at Estudillo & De Anza		\$30,000 LCFF-sites	Estudillo Elementary School implemented SJUSD's first STEAM program by integrating and designing academic lessons focused on inter-disciplinary learning in 2014. Estudillo Elementary expanded those efforts this year with more training and collaboration around lesson design and delivery. DeAnza implemented SJUSD's first clearly defined STEM program this year. Training, materials and collaboration support were provided to that site. First steps toward full implementation across the school sites were taken. Effectiveness = 2		\$50,000
Scope of service:	Est & DZA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	EST, DZA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>1.39 Implement STEM/STEAM vertical articulation committee</p>		<p>\$15,000 LCFF-0701 Ed Services</p>	<p>In addition to training and materials, collaboration among and between STEM and STEAM programs was supported in order to strengthen the programs. Teachers worked together to develop lessons and activities that facilitated inter-disciplinary teaching and learning. The Science TOSA often facilitated these activities. These meetings often took place on individual sites. Vertical articulation between sites needs to occur more frequently and in a more structured format.</p> <p>Effectiveness = 1</p>	<p>\$5,000</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>1.40 Support the expansion of Environmental Awareness pathway (aquaponics, weather, solar) MVHS, Estudillo, De Anza, Park Hill (k)</p> <p>MVHS-\$23,000 Park Hill-\$1,500</p> <p>Estudillo-\$3,750 De Anza-\$3,750</p>		<p>\$17,000 LCFF-0701</p>	<p>As part of the SJUSD goal to prepare students for college and career, funding was provided to sites to enhance STEM, STEAM, scientific and environmental awareness courses, events and activities.</p> <p>Effectiveness = 2</p>	<p>\$32,951</p>
<p>Scope of service:</p>	<p>MVHS, PHE, DZA, EST</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>MVHS, PHE, DZA, EST.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 9th, 10th, 11th, 12th</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>1.41 Support Rtl implementation (leveled books, training)</p>		<p>\$30,000 Title I-3010</p> <p>\$30,000 Title I-PD3010</p> <p>\$20,000 LCFF-0701</p>	<p>Response to Intervention services were provided to elementary school sites in the form of material support as well as training. Teachers and administrators were given a sequence of training to understand how to identify intervention needs and the most effective responses to those needs. Through this process, the elementary sites began developing their own site intervention programs and contributed to the development of a district-wide approach to student support. Leveled reading books for elementary sites as well as reading monitoring materials and reference materials were provided. There is significant movement toward a more structured Rtl process.</p> <p>Effectiveness Rating = 2</p>	<p>\$180,000</p>

Scope of service:	CPE, DAZ,SJE, REC, EST, PHE,HYA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	All elementary sites Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.42 Provide Project Based Learning Training		\$28,000 Title I PD	SJUSD realizes that Project Based learning is an important component of inter-disciplinary learning and implementation of the California State Standards. Teaching and learning that involves application and relevancy has been a focus of all teacher training and collaboration across the disciplines throughout the year. This year has been a period of transition and understanding about Project Based Learning (PBL) for our teachers embedded in their instructional professional development. Training on DOK was provided. Funds were spent to support consultant training and teacher collaboration. More explicit training and practice would benefit our teachers and positively impact their instructional practice. Effectiveness = 1	\$6,000	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.43 Implement Secondary Drop Out Advisory Committee (6-12)		\$8,000 LCFF-0701	SJUSD initiated the Secondary Drop Out Advisory Committee in order to help secondary students stay in school and graduate from high school. The first steps toward implementing this committee were taken at the San Jacinto High School with the creation of an advisory committee and the development of program strategies to assist students. These assistance actions included tutoring, counseling and technology assistance with learning. The activities of this group need to be expanded, but the foundation has been set. Effectiveness = 1		\$3,400
Scope of service:	SJHS Grades: All		Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures					

Drop Out, A-G Completion, Graduation Rates, College Readiness (A,B,C,D,K,F)

In order to improve our graduation rate and to prepare our students for post secondary education, SJUSD needs to work on specific strategies to provide academic support, remediation and credit recovery for high school students, particularly our African American, English Language Learners and American Indian subgroups. To be successful our students need to be aware of the importance and implications of course registration and completion. Failure to complete A-G courses, for instance, often happens because students are not familiar with college requirements or do not see themselves as college ready. SJUSD will continue to support the expansion of programs such as AVID and AVID Excel to help students understand the route to college. SJUSD will also continue to support all 8th and 9th grade students with PSAT registration.

Specific support for struggling students will be provided through expanded opportunities for extended learning on school sites through tutoring programs, in-day support classes and technology-based programming. Support for specific demographic student groups is needed because our data shows gaps in their achievement and course completion. Specialized academic support through tutoring programs and college oriented programs for our African American, EL, and Native American student groups will be expanded. Further supporting these efforts will be participation by parents in the educational process. First steps have been taken in the development of district/parent advisory groups and they will be continued. African American Advisory, Native American Advisory and Foster Youth Advisory groups will join ELAC and DELAC efforts by the district to engage our students and families in the educational process. College support programs such as College Bound will be continued.

Course Access and Equity (E,I,J)

In order to support student success in school and program completion, SJUSD will support an expanding offering of courses and content delivery systems. More CTE programs, accelerated programs such as IB and STEM/STEAM programs will engage students in school. They will be supported with teacher training, material acquisition and expanded academic counseling for students. SJUSD will expand the offering of classes in career oriented fields and will refine the CTE pathways available to students. Introduction of more opportunities for distance learning, on-line learning and virtual academies will be supported so that students have a wide variety of ways to access and complete coursework.

Reading, Writing, Literacy, ELD (G,L,Q,S,T)

SJUSD data indicates a gap in literacy skills among our students. ELA curriculum for the past three years has been provided through the use of teacher created Units of Study. To provide a solid foundation for instruction, the district will purchase and implement a new ELA/ELD curriculum adoption in grades TK-12 next year. In order for the new adoption to be successful, teachers will be supported with extensive professional development and follow up training with the curriculum. This will include release training days, collaboration time and TOSA (Teacher on Special Assignment) in-class assistance.

Reading is an area of weakness for our students and a focus area for the district. Quality teacher consultant training and support in Guided Reading and Reading Complex Text will be provided to teachers in grades TK-12. This professional development will include cohort training, site training, and continual coaching for all sites. Additionally, ELD training from consultants will give the sites help with the delivery of designated and

integrated instruction. The DSLT will be used as a tool for site collaboration and training specifically focused on ELD instruction. Regularly scheduled professional development in reading and writing will be delivered through District Professional Development Days, often using Teacher Leader groups for facilitation.

Specialized literacy intervention support programming will be continued such as READ 180/System 44 and Imagine Learning will be continued. Reading support activities such as Raising a Reader, Foster Grandparent Reading, and Accelerated Reader will be supported and expanded to encourage reading by our students. Reading and research will be encouraged in classes with the expansion of the use of technology in literacy, including e-library opportunities.

Universal screening and progress monitoring for students in K-5 will be implemented at all sites. Training and materials will be provided to address the identified needs of students. Assessment support will be provided to the school sites and data analysis will be provided to administrators/teachers on a regular basis.

Mathematics Achievement (M,N,O,P)

There is a significant need in the area of math, particularly at our secondary sites. School sites have been implementing new math curricula across the grade levels for the past two years. The focus in 16-17 must be on lesson development and higher levels of rigor in our instruction. At the elementary level, teachers will be provided additional guided collaboration time through our Education Collaboration Teacher program. Grade levels at each site will be provided time and guidance for lesson creation, assessment development and data analysis in math.

At the secondary level, the focus also will be on the delivery of rigorous curriculum. Teachers will be given release time to work with our teacher specialists on lesson design. This guided collaboration by teachers will be facilitated throughout the year. High school math consultant training will be given to teachers. Additionally, high school math teachers will be given collaboration time every month to develop lessons grounded in Project Based Learning and higher levels of DOK.

Integral to our success in these areas is teacher proficiency. A strong professional development plan that encourages and supports collaboration, research-based strategies and technology integration will be implemented. We will have as many as sixty new teachers in our district. In addition to continued support for the RCOE New Teacher Induction Program (CTI), SJUSD will provide a eight day New Teacher Academy and monthly follow-up training sessions. A TOSA will be assigned to specifically assist new teachers in all aspects of teaching. Finally, veteran teachers will be included in the monthly teacher trainings to reinforce effective instruction.

We know that our administrators are an important part of the learning/teaching process. We will provide training and materials to administrators to help them become strong instructional leaders on site. Our goal will be to build strong leadership skills and instructional understanding in our administrators.

In addition to the monitoring of our math and ELA metrics, SJUSD understands that learning occurs across a spectrum. by engaging students in meaningful and stimulating discovery. Math and ELA happens in many forums. SJUSD will support STEM/STEAM, Project Lead the Way, expanded career pathways, computer

science/coding classes and virtual learning experiences to build academic acumen.

Finally, the district realizes the need to support Rigor in instruction through three district Areas of Focus for the 16-17 year: ELA/ELD/Literacy, Mathematics, and Intervention. Specific training, materials and technology will be purchased and accessed to support rigorous instruction for our students.

Goals 1, 2, & 3 will be collapsed into one goal entitled Future Ready Learners for the 2016-2019 LCAP.

Original Goal from prior year LCAP:	Implement a curriculum that ensures mastery of state standards.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>A. Maintain appropriate inventory of standards aligned instructional materials to ensure every pupil has sufficient access.</p> <p>B. Increase number of ELA/ELD and mathematics California State Standards aligned Units of Study by 3%</p> <p>C. Maintain the number of CA Standards Professional Development sessions.</p> <p>D. Increase the number of participants in CA Standards Professional Development sessions by 10%</p>	Actual Annual Measurable Outcomes:	<p>A. Maintain appropriate inventory of standards aligned instructional materials to ensure every pupil has sufficient access.</p> <p>Annual Williams' Audit = Textbooks and Instructional Materials Sufficient: Yes- Validation Date 8/24/15</p> <p>B. Increase number of ELA/ELD and mathematics California State Standards aligned Units of Study by 3%.</p> <p>ELA: Eight Units of Study were fully implemented, two per quarter. An ELA adoption process was initiated to select and purchase a core curriculum for grades TK-12 to provide a foundation for more</p>

E. Maintain the number of CA Standards Collaboration/Steering Committee sessions.

rigorous instruction that more clearly aligns to the California State Standards. This adoption process is complete and an adoption has been selected.

Math: Mathematics core curriculum was purchased last year in order to provide a foundation for more rigorous instruction that more clearly aligns to the California State Standards. This year grades K-12 fully implemented this core curriculum. No Units of Study were used.

C. Maintain the number of CA Standards Professional Development sessions.

Professional Development sessions were maintained in all content and service areas. Professional Development included, but was not limited to:

- AVID
- Writing
- NGSS implementation
- ELD
- Depth of Knowledge
- Math Consultant training
- New Teacher Academy
- Response to Intervention
- Physical Education
- Music
- Integrated technology
- IB program training
- ELA & Math grade level meetings
- Data Analysis

D. Increase the number of participants in CA Standards Professional Development sessions by **10%**

The majority of professional development sessions were held within the school day to assure access by all teachers. Participation is estimated at 90%.

E. Maintain the number of CA Standards Collaboration/Steering Committee sessions.

		<p>All major steering/advisory committees were maintained: DELAC, DAC, ELAC, DSLT, Superintendent's Circle, Vision 20/20, Title III Committee, CTE Advisory, PBIS Leadership, Elementary Council, Secondary Council.</p> <p>SJUSD added African American Advisory and Foster Youth Advisory. Additionally, we held monthly Parent Information and Workshop meetings.</p> <p>Self Assessment Process:</p> <p>All actions/services have been reviewed for effectiveness in meeting the Planned Measurable Outcomes and/or for effectiveness in achieving progress toward those goals. Each Actual Action/Service listed below is rated on a scale of 0-2 for effectiveness in meeting the Planned Measurable Outcome and/or effectiveness in progressing to those goals:</p> <p>2: Performance met Planned Measurable Outcome or progress toward attainment of Planned Measurable Outcome has been substantially enhanced.</p> <p>1: Performance improved: Although the Planned Measurable Outcome was not met, there is evidence that progress toward attainment has been improving.</p> <p>0: Performance declined or was not deemed effective.</p>	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

2.1 Provide Dual Immersion materials		\$70,000 Mandated Costs-0008 \$20,000 Restricted Lottery	The Dual Immersion program is in its second year of implementation. Currently we are providing grades K and 1 with the Dual Immersion option at one elementary school site. Every year one grade level is added. Specialized materials in all content areas are provided to the program so that students have instruction equivalent to that provided in the English Only classroom. Materials are purchased one year in advance of implementation in order to facilitate teacher planning needs. Effectiveness = 2	\$90,000
Scope of service:	SJHS, MVHS Grades: 11th, 12th		Scope of service: SJHS, MVHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Dual Immersion (Spanish) students)	
2.2 Provide CA Standards math materials		\$170,000 Restricted Lottery-6300	The mathematics adoption in grades K-2 and 6-8 were initially contracted for one year at the time of purchase to allow teachers to experience and experiment with the curriculum. After consultation with teachers, it was decided that a full six year commitment was appropriate. Math materials to replace consumables and to contract for long term materials was initiated this year. Effectiveness = 2	\$668,800

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.3 Support CA Standards math training		\$100,000 Title PD-3010	The District adopted three new math curricula in 2014-2015 to align with demands in elementary, middle school and high school. In 2015-2016 these new curricula, as well as the new integrated math pathway in high school, were implemented in accordance with the California State Standards for mathematics. In order to support teachers, TOSA provided instructional support for elementary teachers. Middle school teachers received district wide training. High school teachers were provided consultant training and collaboration time to assist with effective math instruction. Effectiveness = 2	\$168,300	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.4 Provide CA Standards ELA materials		\$100,000 Restricted Lottery-6300	Because we were implementing the teacher-created Units of Study rather than an adopted curriculum in ELA during 2015-2016, the District purchased additional materials to supplement the instruction. These materials supported reading and writing in the classroom, grades K-12. Effectiveness = 2	\$93,879
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

2.5 Support CA Standards ELA Training		\$80,000 Title I PD-3010	The District has been committed to regular English Language Arts training to ensure rigorous implementation of the ELA CSS. Teachers were given time to work with the Units of Study and to develop lessons in support of sound instructional practice. The ELA and ELD TOSA provided continuous support and training to ELA teachers at all grade levels to assist with reading and writing practice. Effectiveness = 2	\$36,800
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.6 Support district-wide writing training		\$50,000 Title I PD-3010	Writing has been a District priority for three years. During this school year writing support and instruction was embedded in trainings for California State Standards and Unit of Study implementation. Effectiveness = 2	\$5,900
Scope of service:	All Grades: All		Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.7 Provide preschool vertical articulation & training opportunities to specifically facilitate transition to CA Standards in elementary school		\$10,000 LCFF-0701-Ed Services	The early years of education, beginning with preschool, are recognized by the District as essential learning periods for children. Support for preschool was a priority. The preschool leadership was invited to all trainings and meetings that they deemed appropriate and applicable. Materials and training was provided to preschool staff to further the ELD reclassification process as early as preschool. Effectiveness = 1		\$4,053
Scope of service:	Preschool State and Headstart Grades: Preschool		Scope of service:	Preschool State and Headstart Grades: TK, K, Preschool	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.8 Provide professional development in NGSS/Science district-wide		\$22,000 Title I-PD-3010	NGSS/science professional development was provided to secondary science teachers as the District moved into the transition period for standard implementation. Secondary teacher groups worked with the science Teacher of Special Assignment (TOSA) to understand the NGSS and their application. Teachers were also taken to trainings at the county office. Effectiveness = 2	\$17,100
Scope of service:	All Grades: All		Scope of service: All Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
2.9 Support and expand NGSS/Science materials district-wide		\$30,000 Restricted Lottery-6300	At the secondary level, 2015-2016 was a year for full consideration and transition staging for implementation of the NGSS. Teachers were provided the NGSS standards for reference. They were consistently given timely materials regarding instruction in NGSS. Guidance in lesson development and STEM instructional practice was also provided to all levels, including elementary. Effectiveness = 2	\$30,000

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.10 Provide clerical support in Educational Services office to support the implementation of CA Standards and LCAP outreach process		\$16,000 Ed Flex-0898	In order to reach out the many and varied stakeholder groups about the LCAP, additional clerical assistance was necessary. That assistance helped with identification of stakeholders so that the District was able to effectively explain the LCAP process and to garner their input and perspective. Effectiveness = 2	\$900 As the process for LCAP was streamlined and technology more effectively implemented, there was less need for clerical support.	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.11 Provide elementary consumable science workbooks		\$13,000 Restricted Lottery-6300	Science consumable workbooks were provided to all elementary sites, K-5. These workbooks were supplemental to the core curriculum and provided additional thinking and "doing" activities for students in the content area. Effectiveness = 2	\$13,000
Scope of service:	CPE, DZA, EC, SJE, HYA, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service: Science consumable workbooks were purchased for all elementary sites, K-5. Grades: K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

2.12 Provide Scholastic (READ 180, System 44, 3D, English 1 & 2) materials & equipment district-wide		\$65,000 LCFF-0701	The District has a clear commitment to support intervention programs at sites for struggling students. ELA intervention includes student access to READ 180/System 44 in elementary and middle school. These programs are deisigned to address literacy gaps in reading.	\$525,427
		\$50,000 Title III		
		\$55,000 Restricted Lottery-6300	English 1 and English 2 provide specialized support for high school students struggling in ELA. Providing English 1 or 2 inconjunction with READ 180 allowed students to earn A-G credit in English.	
			3D is a program of ELA support for ELD students. This course was provided in addition to the core ELA curriculum and specifically addressed the learning needs of Long Term English Language Learners.	
			Effectiveness = 2	
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(These programs were provided for any academically struggling student, ELL students and SPED students.)	

2.13 Provide Scholastic (READ 180, System 44, 3D, English 1 & 2) training district-wide.		\$40,000 Title 1 PD-3010	Training for the new generation READ 180 System was provided to all sites for academic intervention. Training was also provided regarding the ELA framework applications for intervention implicit in the program. Effectiveness = 2		\$45,384.00 Title 1 PD The required amount exceeded expectations in order to service all sites.
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.14 Provide Houghton Mifflin reproducible materials.		\$51, 420 Ed Flex-0898	Reproducible materials for reading and literacy are provided to grades K-2 for supplemental learning support. Effectiveness = 2	\$38,962 Ed Flex The various sites had differing uses for the materials. Reproducibles were provided to all sites requesting them. There were fewer sites/grades requesting materials than previously indicated. The remaining funds were used to fund the new ELA text adoption.
Scope of service:	CPE, REC, DZA, SJE, HYA, PGHE, EST Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, REC, DZA, SJE, HYA, PHE, EST Grades: K, 1st, 2nd
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

2.15 Provide elementary consumable social science workbooks.		\$17,000 Restricted Lottery-6300	All elementary sites were provided consumable social science workbooks for their students in order to enhance access to the curriculum. Effectiveness = 2	\$0 These funds were not needed because the District had paid forward two years for the materials. The funds were diverted to assist with the new ELA text adoption.
Scope of service:	CPE, DZA, REC, HYA, SJE, PHE, EST Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service: CPE, DZA, REC, HYA, SJE, PHE, EST Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.16 Provide teacher collaboration time to align 16-17 benchmarks with CA Standards.		\$35,000 Title II-4035	San Jacinto Unified is committed to teacher collaboration regarding lesson planning and benchmark development. Teachers were provided time to review and revise benchmark assessments to assure their alignment with the California State Standards. Effectiveness = 2	\$22, 421 Title II

Scope of service:	CPE, DZA, REC, HYA, EST, PHE, SJE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, DZA, REC, HYA, EST, PHE, SJE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.17 Provide instructional materials copies for all steering, advisory & leadership meetings.		\$5,000 Title 1-3010	Instructional materials were copied and provided to participants of various steering, advisory and leadership meetings. These materials assisted these groups in understanding the California State Standards and the academic programs in place to assure student understanding of these standards. Effectiveness = 2		\$4,262 Title I
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.18 Provide Raising a Reader program to all elementary sites.		\$7,000 Title 1-3010	In order to promote early literacy and community involvement, the District provided to elementary sites the <i>Raising a Reader</i> program. The District provided funding support to purchase reading materials that students in grades TK-2 could take home to share with families and practice reading. Effectiveness = 2		\$6,671 Title I
Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: TK, K, 1st, 2nd		Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: TK, K, 1st, 2nd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.19 Provide Standards Based Grading training to secondary teachers.		\$20,000 Title 1 PD-3010	SJUSD provided consultant training in Standards Based Grading in order to assist secondary teachers. It provided the beginning steps to understanding the need for intervention for struggling secondary students and ways to assist them. Effectiveness = 2		\$7,361 Title I The cost for the consultant came in under estimate as the District decided to slow the training process to assure complete understanding of the concepts and their applicability to our student population.
Scope of service:	SJHS, MVHS, MVMS, NMMS, SJLA Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	SJHS, MVHS, MVMS, NMMS, SJLA Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.20 Provide CA Standards TOSA Training.		\$4,000 Title 1 PD-3010	The District provided content area Teachers on Special Assignment (TOSA) to support instruction district wide. To be effective, the District committed to fully training these TOSA in the various content areas and in the Depth of Knowledge (DOK) levels across all grade levels in order to support effective instruction. Effectiveness = 2		\$5,458 Title I PD
Scope of service:	District-wide Grades: All		Scope of service:	District wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.21 Support the development of a Curriculum Council via vertical articulation and units of study collaboration.		\$20,000 Title 1 PD-3010	After three years, the District determined that the units of study were not highly effective in ELA instruction district wide. The decision was made to pursue and ELA adoption that was in alignment with the California State Standards. Teachers were brought together to collaborate, review and pilot the new ELA adoption across all grade levels. This curriculum collaboration supported the new instructional direction in ELA. Effectiveness = 2		\$19,040 Title I
Scope of service:	District-wide Grades: All		Scope of service:	District wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>SJUSD will invest in ELA core curriculum to provide our instructional program with a foundation of uniformity and rigor.</p> <p>Teacher support through a consistent and scheduled professional development plan for both veteran and new teachers will be provided to assure alignment of instruction with the California State Standards.</p> <p>Advisory committees will be maintained and new ones will be strengthened, including African American, American Indian and Foster Youth Advisories. There will also be continued support for the Community Engagement activities conducted through the Student Services department.</p> <p>SJUSD will expand the use of technology in all parent meetings, workshops and trainings.</p> <p>Goals 1, 2, & 3 will be collapsed into a new goal entitled Future Ready Learners for the 2016-2019 LCAP.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>Integrate and effectively utilize technology in the classrooms to achieve educational standards.</p>		<p>Related State and/or Local Priorities: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>A. % of teachers scoring Intermediate or Proficient on Overall Computer Knowledge and Skills on the District</p> <p>Technology Survey will increase by 10%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A. % of teachers scoring Intermediate or Proficient on Overall Computer Knowledge and Skills on the District</p> <p>Technology Survey will increase by 10%.</p>

	<p>B. Maintain administrator Intermediate/Proficient on Overall Computer Knowledge and Skills on the District</p> <p>Technology Survey at 90% or higher.</p> <p>C. % of teachers scoring Intermediate or Proficient on Using Technology in the Classroom on the District</p> <p>Technology Survey will increase by 10%.</p> <p>D. % of teachers scoring Intermediate or Proficient on Using Technology to Support Student Learning on the</p> <p>District Technology Survey will increase by 10%.</p> <p>E. Number of Technology-based professional development sessions will increase by 30%.</p> <p>F. Number of Technology Committee meetings to review and revise existing Technology Plan and develop a</p> <p>TK-12 technology integration plan will increase by 75%.</p>	<p>- Actual: The formal survey is currently being conducted for end of year review. However, end of year feedback and surveys of teachers shows substantial increased capacity:</p> <ul style="list-style-type: none"> • 100% of teachers have Google accounts and 95% are using them in some capacity. • All teachers have access to Haiku. • All teachers have access in some form to chrome books and feel confident using them with students. • The Chrome book cart program has provided maximum access to technology for teachers with mandated training support. <p>B. Maintain administrator Intermediate/Proficient on Overall Computer Knowledge and Skills on the District</p> <p>Technology Survey at 90% or higher.</p> <p>- Actual: The formal survey is currently be conducted for end of year review. However, substantial increased capacity has been demonstrated:</p> <ul style="list-style-type: none"> • Administrators access data digitally. • Administrators attend district wide technology trainings. • Administrators increasingly using technology in site trainings. <p>C. % of teachers scoring Intermediate or Proficient on Using Technology in the Classroom on the District</p> <p>Technology Survey will increase by 10%.</p> <p>- Actual: The formal survey is currently be conducted for end of year review. Refer to comments in outcome A.</p> <p>D. % of teachers scoring Intermediate or Proficient</p>
--	--	---

on Using Technology to Support Student Learning on the

District Technology Survey will increase by **10%**.

- Actual: The formal survey is currently be conducted for end of year review. Refer to comments in outcome A.

E. Number of Technology-based professional development sessions will increase by **30%**.

- Actual: 60 technology training sessions were conducted in addition to teacher and administrator specialized requests for professional development. With the growth of proficiency and knowledge, we have maintained our level of training at some sites and increased significantly at others. Overall, we have increased our number of sessions by more than 30%.

F. Number of Technology Committee meetings to review and revise existing Technology Plan and develop TK-12 technology integration plan will increase by **75%**.

- Actual: Ten meetings were held at various administrative levels to review our technology plan for the district. This was an increase of 80% over the previous year.

Self Assessment Process:

All actions/services have been reviewed for effectiveness in meeting the Planned Measurable Outcomes and/or for effectiveness in achieving progress toward those goals. Each Actual Action/Service listed below is rated on a scale of 0-2 for effectiveness in meeting the Planned Measurable Outcome and/or effectiveness in progressing to those goals:

2: Performance met Planned Measurable Outcome or progress toward attainment of

			<p>Planned Measurable</p> <p>Outcome has been substantially enhanced.</p> <p>1: Performance improved: Although the Planned Measurable Outcome was not met, there is evidence that progress toward attainment has been improving.</p> <p>0: Performance declined or was not deemed effective.</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
3.1 Provide Turnitin Software to support writing at secondary sites		\$17,000 LCFF-0701	Turnitin software was provided for the high school in support of the writing program. The intent was to implement the writing software support system into the middle schools as well, but the district chose to move slower and only support high school this year due to too many competing middle school initiatives.	\$8,035
			Effectiveness = 1	
Scope of service:	SJHS, MVMS, NMMS, SJLA Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	SJHS, MVHS Grades: 9th, 10th, 11th, 12th

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.2 Provide APEX software for secondary sites		\$16,000 LCFF-0701	APEX software was provided to the secondary sites in order to expand course access, to support acceleration and to provide resources for remediation/reteaching. The program has an A-G component in addition to the remediation program. The software was used to allow high school students to complete course work independently in order to provide opportunities for other course work during the year. APEX was available during the year and as a resource for summer school. Training for the program was provided to high school personnel. APEX was part of the District's plan to maximize the use of technology to support student divergent learning styles. Effectiveness = 2	\$16,127
Scope of service:	SJHS, MVHS Grades: 9th, 10th, 11th, 12th		Scope of service:	SJHS, MVMS, NMMS Grades: 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

3.3 Provide Project Lead the Way (PLTW) district annual licensing fees		\$10,000 LCFF-0701	As part of the District emphasis to give students access to interactive, application-based science curriculum, a partnership was developed with Project Lead the Way. The District contracted for licenses to implement the PLTW curriculum at secondary sites. Effectiveness = 2	\$3,500
Scope of service:	SJHS, MVMS Grades: 6th, 9th, 10th, 11th, 12th		Scope of service: SJHS, MVMS Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.4 Support Naviance College and Career counseling software annual licensing		\$36,400 LCFF-0701 \$8,600 Title III-4203	The Naviance software program was provided to high school counseling and administrative staff in order to help students with course selection, career consideration and college selection. Effectiveness = 2	\$47,131
Scope of service:	All Grades: All		Scope of service: All Grades: 9th, 10th, 11th, 12th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>3.5 Support Imagine Learning software program for all elementary sites</p>		<p>\$47,000 LCFF-0701</p> <p>\$80,000 Title I-3010</p> <p>\$20,000 Title I-PD-3010</p> <p>\$64,000 Title III-4203</p>	<p>Imagine Learning software programming was purchased for all elementary sites to support intervention efforts with grades K-2. It is part of the tier 1 and tier 2 intervention plan at elementary sites. Teachers were provided the software and two full days of training from the Imagine Learning consultant. This software is designed to support extra instruction for struggling learners, ELL students and mild/moderate SPED students. Teachers were able to gather and disaggregate classroom data in order to adjust instruction or provide differentiation.</p> <p>Effectiveness = 2</p>	<p>\$181,000</p>	
<p>Scope of service:</p>	<p>CPE, DZA, REC, HYA, SJE, EST, PHE</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>		<p>Scope of service:</p>	<p>CPE, DZA, REC, HYA, SJE, EST, PHE</p> <p>Grades: K, 1st, 2nd</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other(Struggling learners, ELL students, SPED students)</p>		

3.6 Provide Key Data Services to support disaggregation of state testing materials		\$10,000 LCFF-0701	The District contracted with Key Data Services for data compilation and disaggregation of state testing materials. Key Data Services provided the District with data from the CAASPP assessments. The disaggregated the data by district and site level parameters. Key Data personnel provided in-service training for our administrators and teachers to inform their understanding of the new assessments. Each administrator had the opportunity to meet with Key Data to identify specific areas of need at their sites and to develop plans to address those needs. Effectiveness = 2	\$10,000
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.7 Support software for Accelerated Reader program district-wide		\$75,000 LCFF-0701	Accelerated Reader is a software program that promotes reading and supports reading comprehension. All school sites were provided licenses to use Accelerated Reader and training was provided through the Library Media Technicians at each site. Effectiveness = 2	\$115,000

Scope of service:	CPE, DAZ, REC, SJE, HYA, EST, PHE, NMMS, MVMS< SJLA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			
3.8 Provide professional development in technology	\$20,000 Title I PD-3010	To assure appropriate and regular use of technology in the learning environment, regular professional development was provided to teachers and classified staff. Eight chromebook trainings were scheduled throughout the year and teachers who were given class chromebook sets were required to attend at least four of these trainings. The Site Educational Technology Resource Teachers (SETRT), were given regular training by the Education Technology TOSA teachers. They, in turn, trained the site teaching staff in uses of the increasing technology. Training and conferences were also provided to district Tech TOSA and site technology SETRT. Effectiveness = 2	\$26,452		
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.9 Provide Online Assessment Reporting System (OARS)		\$47,000 LCFF-0701	The District supported use of Online Assessment Reporting System (OARS) throughout the district to provide district benchmark data information to sites, teachers and administrators. Teachers were able to use OARS to monitor student assessment data and to group students for intervention or acceleration needs. Effectiveness = 2		\$46,330
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.10 Provide Intel Assess Benchmark Services		\$18,000 LCFF-0701	Intel Assess Benchmark Services were provided in order to develop district benchmark assessments that aligned with CSS. Effectiveness = 2		\$17,580

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.11 Provide ESGI Program for K-2 assessment		\$10,000 LCFF-0701	ESGI program assessment services were provided to all elementary sites, grades k-2. This program allows teachers to regularly assess for literacy and math skills. Adjustment to instruction and/or differentiation can be indicated from the data provided from the assessments. Effectiveness = 2	\$10,000	
Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: TK, K, 1st		Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: K, 1st, 2nd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

3.12 Support Destiny Management System district-wide		\$46,000 Ed Flex-0898	The District purchased Destiny Management System software to record and track purchased text and materials for all sites. Effectiveness = 2		\$46,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.13 Offer management print services for all classrooms		\$75,000 LCFF-0701-sites	In order to support the teaching staff, the District provided print services for all classrooms, grade K-12. Effectiveness = 2		\$75,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

3.14 Provide Mango software for the purpose of supporting ELD		\$6,000 LCFF-0701	200 Mango licenses were purchased for the District in order to support "Newcomer" EL students. The licensing was monitored by the District and provided to sites upon request. it was used as a supplemental resource and not as core curriculum for EL students. Effectiveness = 2	\$7,500
Scope of service:	All Grades: All		Scope of service: All Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
3.15 Support district-wide typing program (Typing Club/Typing Web)		\$11,000 LCFF-0701	The District made Typing Club and Typing Web available to all site, K-12. The purpose of the programs was to support developing student expertise in the use of computers by providing key boarding skills. Typing Web addressed early elementary needs and Typing Club supported upper elementary and secondary student needs. Effectiveness = 2	\$12,038
Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.16 Provide Haiku licenses for staff		\$8,000 LCFF-0701	In order to support teacher communication and collaboration, the District purchased Haiku licenses for all teaching staff. More work needs to be done to systematically use the LMS to its full potential. Effectiveness = 1		\$2,475
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

3.17 Provide E library materials to all elementary sites		\$15,000 LCFF-0701	The District encouraged all sites to consider accessing e library materials for student use. E library is currently fully implemented at San Jacinto Leadership Academy, one of the district middle schools. In order to support expansion of E library options, the district purchased e books for each elementary site, grades 3-5, as a beginning stage to full implementation. Effectiveness = 1		\$15,000
Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE, SJLA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE, SJLA Grades: 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.18 Provide technology hardware replacement and repairs district-wide Ex. Chromeboxes		\$150,000 LCFF-0707	In order to provide quality technological support for student learning, the District budgeted for hardware replacement and repairs. This was especially significant given the demands of CAASPP testing on technological devices. Effectiveness = 2		\$80,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, servivces, and expenditures</p>	<p>As a district, we have invested heavily in technology both for our teachers/staff and for our students. We are numerically at a ratio of 1:1 with more than 10,000 devices district wide. However, the distribution of these devices and the effective use of these devices is our primary concern at this time. There is clearly a very wide variance of skill levels across our district. To impact instruction in the classroom, to increase student use and understanding of technology in research and learning, and to build support for continued staff capacity 2016-2017, SJUSD will:</p> <ol style="list-style-type: none"> 1. Increase the number of technology professional development opportunities for classified staff. 2. Differentiate and target the technology professional development opportunities for certificated staff to better address their instructional needs and to focus on technology integration into Areas of Focus rather than teach technology skills in isolation. 3. Complete a thorough inventory of all technology district wide with a goal of providing equity and access for students and staff. 4. Survey the staff for technology support needs at least twice a year to help direct our training efforts. 5. Budget for repair and replacement of technology district-wide. 6. Budget for software that supports rigorous instruction and/or aggressively addresses academic remediation. Increase awareness about the technology supports currently available, such as Haiku, and make them more value rich through repeated use and reference to them. 7. Budget for services that will assist with data analysis and academic intervention. 	

Original Goal from prior year LCAP:	Implement programs and activities that create positive relationships among staff, parents, the community and all our students.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X6 X7 X8 Local:
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>A. Attendance rates will decrease .5% over the previous year.</p> <p>B. Chronic absenteeism rates at grades TK, 1, 2, 6, and 9 will decrease .5% over the previous year.</p> <p>C. Decrease high school dropout rate by 1%.</p> <p>D. Increase cohort graduation rate by 2%.</p> <p>E. Rate of overall suspensions as well as African-American, students with disabilities, and foster youth suspension will decrease 2% over the previous year.</p> <p>F. Expulsion rate will continue to be below 1% in each subgroup of 100 or more and in total.</p> <p>G. % of students reporting overall positive feelings of school safety will increase by 5%.</p> <p>H. Baseline % of parents in Advisory Committees reporting that they received training on how to fulfill their roles as parent leaders' will be established at conclusion of 15-16.</p>		Actual Annual Measurable Outcomes: <p>A. Attendance rates will increase .5% over the previous year.</p> <ul style="list-style-type: none"> • Attendance has increased from 95.35% at Month 8 in 2014-15 to 95.48% at Month 8 in 2015-16 for an increase of .13% • In 2014-15, cumulative attendance was 94.94% compared to 95.48% in 2015-16 to date; this is an increase of .54%, thus currently on tract to meet the stated measurable outcome. <p>B. Chronic Absenteeism rates at grades TK, 1, 2, 6 and 9 will decrease .5% over previous year.</p> <ul style="list-style-type: none"> • Overall: 2014-15: 9.51%; 2015-16 through Month 8: 8.7% representing an 8% decrease • TK: 2014-15: 15.49%; 2015-16 through Month 8: 19.47% representing a 25% increase • 1st grade: 2014-15: 12.15%; 2015-16 through Month 8: 7.47% representing a 39% decrease • 2nd grade: 2014-15: 9.44%; 2015-16 through Month 8: 6.79% representing a 28% decrease • 6th grade: 2014-15: 8.45%; 2015-16 through Month 8: 7.64% representing a 9% decrease • 9th grade: 2014-15: 14.41%; 2015-16 through Month 8: 15.81% representing a 9.7% increase

TK and 9th grade must be the focus for 16-17 as both grade levels had significant increases.

C. Decrease high school dropout rate by 2%.

- High school dropout rate decreased by 6% from 4.7% in 2014 to 4.4% in 2015.
- Surpassed county dropout rate of 7.7% by 42%.
- Surpassed state dropout rate of 10.7% by 59%

The high school drop out rate tripled its stated outcome. SJUSD has the third lowest dropout rate in the county despite being having one of highest low socioeconomic rates in the county.

D. Increase cohort graduation rate by 3%.

- Cohort graduate rate increased by 1% from 86.6% in 2014 to 87.5% in 2015, thus meeting 33% of targeted outcome.
- Surpassed county average of 87.4%
- Surpassed state average of 82.3% by 6%

While SJUSD did not meet its stated outcome, we continue to move our graduation rate in the right direction. Riverside County Office of Education recognized San Jacinto Unified for having the second highest growth in graduation rates in Riverside County over a five-year period.

E. Rate of overall suspensions, as well as African-American, students with disabilities, and foster youth suspensions, will decrease 2% over the previous year.

- Overall suspensions: 2014-15: 1009; 15-16 through 5-2-16: 731 - approximately 15% below 14-15 rates but are tracking to maintain current rate.
- African-American suspensions: 2014-15: 205; 2015-16 through 5-2-16: 209

- Students with Disabilities suspensions: 2014-15: 180; 2015-16 through 5-16-16: 225
- Foster Youth suspensions: 2014-15: 17; 2015-16 through 5-16-16: 20

Suspension rates are trending upward despite PBIS implementation district wide.

F. Expulsion rate will continue to be below 1% in each subgroup of 100 or more and in total

- Expulsion rate continues to be below 1%
- In 2014-15, eight (8) students were expelled and in 2015-16, seven (7) students have been expelled or recommend for expulsion to date.

G. Percent of students reporting overall positive feelings of school safety will increase by 5%.

As measured by the California Healthy Kids Survey, positive feelings of school safety

- 5th grade: Remained unchanged at 70% from 2014 to 2016
- 7th grade: Increased by 25% from 53% in 2014 to 66% in 2016
- 9th grade: Increased by 7% from 41% in 2014 to 45% in 2016
- 11th grade: Decreased by 8% from 45% in 2014 to 41% in 2016

While the numbers need to increase at all grade levels, 11th grade needs to be addressed along with the lack of rate change in fifth grade.

H. Baseline percentage of parents in Advisory Committees reporting they received training on how to fulfill their roles as parent leaders will be established at the conclusion of 15-16.

- While training in parent leadership and opportunities were provided, parents were not surveyed as this was a new initiative for San

Jacinto Unified.

- Parent leadership trainings included PTA money-handling procedures, SJUSD Volunteer Training, African American Advisory, School Site Council and ELAC.

I. Baseline number of parent workshops/classes offered will be established at conclusion of 15-16.

- Baseline rate for 15:16: 28 workshops/classes offered including workshops that contained multiplied

J. Decrease 8th grade dropout rate, as determined by attrition rates between 8th and 9th grade enrollment, by .4%

- Middle school dropout rates continue to be challenging to monitor, however SJUSD has collected the following three year data trend:
 - 2014-2015 3
 - 2013-2014 0
 - 2012-2013 4

Self Assessment Process:

All actions/services have been reviewed for effectiveness in meeting the Planned Measurable Outcomes and/or for effectiveness in achieving progress toward those goals. Each Actual Action/Service listed below is rated on a scale of 0-2 for effectiveness in meeting the Planned Measurable Outcome and/or effectiveness in progressing to those goals:

2: Performance met Planned Measurable Outcome or progress toward attainment of Planned Measurable

Outcome has been substantially enhanced.

1: Performance improved: Although the Planned Measurable Outcome was not met, there is

			evidence that progress toward attainment has been improving.	
			0: Performance declined or was not deemed effective.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Support implementation of District Enrollment Center/Parent Center (materials, computers, equipment)		\$5,000 Title 1 3010; \$5,000 Title III 4203	In order to service our families better, Student Services developed a plan to provide a District Enrollment Center/Parent Center on the campus of Mountain View High School. At the Enrollment Center parents will be able to enroll their students, get initial testing completed, (such as initial CELDT, DI testing) and get information about the district. The Parent Center will provide families with resources that help them understand district processes and get information about community agencies, etc. During the 2015-2016 year Student Services began the initial roll out with new student to the district. The next step will be enrollment for continuing students. Effectiveness = 2	\$21,800
Scope of service:	All Grades: All		Scope of service:	All Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>4.2 Offer attendance awards & incentives to students.</p>		<p>\$5,500 Ed Flex 0898</p>	<p>Increased student attendance is a major goal of the District. It is understood that students must be at school in order to reap the benefits of education. In order to encourage and stimulate student attendance, the District supported a program of incentives and awards for excellent student attendance.</p> <p>Effectiveness = 2</p>	<p>\$5,500</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

4.3 Provide transportation to Ramona Pageant and Soboba Pow Wow.		\$6,000 Ed Flex 0898	San Jacinto has a significant relationship with the Native American community in the Inland Empire. SJUSD recognizes the importance of sharing the history of the indigenous people. Every year 4th grade students attend the Ramona Pageant and 5th grade students attend the Soboba Pow Wow in order to build understanding and appreciation for the Native American culture. Effectiveness = 2	\$6,100
Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: 4th		Scope of service: CPE, DZA, REC, SJE, HYA, EST, PHE Grades: 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (These activities are in support of Native American students and their culture. Students of all ethnicities participate.)	
4.4 Support and expand PBIS District-wide.		\$40,000 SCPS 0000	PBIS is being implemented district-wide in order to promote safe school environments that support student achievement. This year the last schools joined the training cohorts for PBIS. Through PBIS strategies, school sites will encourage student attendance, provide guidance for appropriate student behavior and help teachers and administrators create positive working relationships with students on campus. Effectiveness = 2	\$80,794

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.5 Developing monitoring systems to identify and support foster youth; research, define, develop, train, coach, monitor and support policies and procedures.		\$2,500 SPCS 0008	Student Services identified one department clerk to make outreach to Foster Youth families. She identified youth, home schools, academic material needs and family concerns. These were the first steps to developing a communication avenue with families about district policies and procedures. Student Services worked with sites to monitor Foster Youth progress. Effectiveness = 2	\$90	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

4.6 Develop a partnership with Assistance League to provide essential needs for Foster Youth students		\$1,000 SPCS 0008	Student Services initiated a partnership with the Assistance League to provide essential needs to Foster Youth students. This partnership was created this year and is expected to develop further next year. \$1,000 was allocated, but the partnership organizations did not charge the district. Effectiveness = 2	\$0.00
Scope of service:	All Grades: All		Scope of service: All . Grades: All	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
4.7 Develop a student Foster Youth focus group.		\$800 SPCS 0008	Student Services worked all year to identify Foster Youth and their families in order to provide support and encouragement. Formal Parent Advisory meetings were planned, including a newly implemented Foster Youth End of Year Banquet event. Foster Youth group input was solicited and follow up begun. More work is needed to streamline identification of foster youth and timely support and services. Effectiveness = 2	\$800
Scope of service:	All Grades: All		Scope of service: All Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4.8 Develop a list of Foster Youth agencies as a resource for all stakeholders.		\$300 SPCS 0008	In order to support Foster Youth and their families, Student Services worked to develop a list of agencies in the area that provide assistance and services to Foster Youth families. This list of agencies was shared with stakeholders and site administration. The list was only a foundational beginning for SJUSD and more work needs to be done to expand and enhance these outside agency supports. Effectiveness = 2	\$150
Scope of service:	All Grades: All		Scope of service:	All Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

4.9 Provide Principal for a Day Program		\$1,000 Ed Flex 0898	Principal for a Day was an activity that was meant to build rapport between school sites and community/families. SJUSD decided to postpone this activity into 2016-2017 due to competing priorities at the school sites. Effectiveness Rate: 0	\$0
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4.10 Provide African American and Foster Youth parent advisory groups.		\$2,500 Ed Flex 0898	The first steps to develop African American and Foster Youth parent advisory groups were taken this year. The African American group met monthly, elected officers and provided valuable consultation with district personnel on the needs of their students. The transitory nature of the Foster Youth group made the parent advisory more difficult to establish. However, outreach to families and students has been made. Educational opportunities have been provided to them and the communication between families and Student Services is expected to grow with consistent parent advisory meetings next year. Effectiveness = 2	\$5,922

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.11 Support African American student-related activities at secondary sites.		\$5,000 Ed Flex 0898	Data has shown that SJUSD needs to address the particular needs of African American students who struggle academically. Providing activities that promote acknowledgement of these students and their culture provides a valuable connection between student and school. One of the most significant programs provided to our African American students was CollegeBound In partnership with UCR and community support groups, African American students were able to travel to the university for interactive learning experiences in the field of STEM careers. The partnership with College Bound provides a valuable channel for academic recognition and support for our African American students. Effectiveness = 2		\$69,329
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
4.12 Provide music materials and equipment for district-wide band programs.		\$12,000 Restricted Lottery 6300	The District is committed to supporting fine arts programs as an avenue of interest and engagement for students. Music materials and equipment/instruments were funded to strengthen the music program across the district. Every site was allocated \$10,000 (SJHS-\$15k) to use to purchase music materials, equipment and instruments. Effectiveness = 2	\$114,937
Scope of service:	All Grades: All		Scope of service:	All Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

4.13 Provide "Anonymous Alerts" app for the purpose of supporting school safety.		\$3,300 LCFF SCPS	Realizing that school environment is a key factor in student attendance and achievement, the District worked to create a sense of safety and security at school sites by providing the Anonymous Alert app to secondary school sites. This application allows students and families to report issues and concerns about site safety to district personnel. In this way the District has one more tool to support safe schools and to enlist participation by families in maintaining them. Effectiveness = 2	\$3,337
Scope of service:	SJHS, MVMS, NMMS Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service: SJHS, MVMS, NMMS Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

4.14 Provide additional CTE field trip opportunities for low-income students, as well as outdoor enrichment at the elementary sites.		\$30,000 LCFF 0701-Sites	The District has a continuing goal of expanding CTE access for students and through that, providing low income students with exposure and experience with alternative learning environments. The District provided funding for CTE field trips to give low income students the opportunity to consider these career pathways. Providing outdoor enrichment activities for elementary students would provide this opportunity earlier. Providing field trips and relevant hands-on lessons is a powerful way to encourage student participation in the educational process where it might not exist otherwise. Effectiveness = 2		\$30,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.15 Provide Home to School transportation to students residing outside of walking boundaries.		\$797,000 LCFF 0707	The District has a policy developed over the past five years that has set student walking boundaries at five miles. For students who are beyond that distance, the District provides bussing to school and home daily. Effectiveness = 2		\$797,000

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.16 Provide two full-time School Resource Officers for the purpose of supporting school safety district-wide.		\$300,000 LCFF 0707	Two full-time school resource officers were provided to increase ongoing support of school safety district-wide. Effectiveness = 2	\$300,000	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

4.17 Provide middle school sports transportation		\$20,000 LCFF 0701-sites	Middle school sports programs are essential to creating positive school spirit and to providing alternative ways for students to participate in the school culture. The District supports all three middle schools by providing funding for transportation of sports teams to games. Effectiveness = 2	\$20,000
Scope of service:	MVMS, NMMS, SJLA Grades: 6th, 7th, 8th		Scope of service:	MVMS, NMMS, SJLA Grades: 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>What changes in actions, services, and expenditures</p>	<p>Goals 4 and 7 will be consolidated into one goal to narrow SJUSD's focus for 2016-17. The new goal, which was created by students, staff and community will read: SJUSD will implement a positive, safe and engaging school climate and home/school/community partnerships in a student-centered environment where the culture reflects high levels of trust, effective collaboration and meaningful relationships.</p> <p>Actions and services will target subgroups such as African Americans, students with disabilities, Native Americans and Foster Youth. Creating safe school climates, through student and parent engagement, will continue to be the focus as we face an increasingly growing crime rate and jobless rate in San Jacinto.</p> <p><u>Attendance Rates, Dropout Rates and Suspension (A, B, C, E, J)</u></p> <ul style="list-style-type: none"> While attendance rates are remaining steady with slight increases, chronic absenteeism continues to be a challenge at TK and 9th grade, 19.47% and 15.81% respectively. While dropout rates are at an all-low, appear to be on an upward trend after decreasing over the last few years. Attendance rates will be addressed through the expansion of attendance recognition awards and incentives. Suspension, drop out and attendance will be addressed through the implementation of new programs that increase the likelihood students will want to stay in school such as Student Assistance Program, Restorative Justice classes that support development of social and emotional skills and peer leadership opportunities at transitional grades. <p>Other highlights include:</p> <ul style="list-style-type: none"> PBIS will also be focused on Tier 2 interventions thus supporting students whose academics and behavior may discourage them from attending school on a regular basis. Expansion of Superintendents' Student Advisory to include a diversity of students Increase in school counselors (1 FTE added to elementary for a total of 4.5 at elementary for seven schools)
---	---

<p>Original Goal from prior year LCAP:</p>	<p>Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:</p>
---	---	--

Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>A. Maintain % of appropriately assigned and credentialed teachers at 100%.</p> <p>B. Maintain % of properly credentialed teachers at 100%.</p> <p>C. Maintain % of Teacher of English Learners Misassignment Rate at 0%.</p> <p>D. Maintain % of Highly Qualified Teacher Rate at or above 95%.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. Maintained % of appropriately assigned and credentialed teachers at 100%.</p> <p>B. Maintained % of properly credentialed teachers at 100%. (3 STPS/PIPS/Waivers)</p> <p>C. Maintained % of Teacher of English Learners Misassignment Rate at 0%. (9 Emergency CLAD)</p> <p>D. Increased % of Highly Qualified Teacher Rate at 98%</p> <p>Self Assessment Process:</p> <p>All actions/services have been reviewed for effectiveness in meeting the Planned Measurable Outcomes and/or for effectiveness in achieving progress toward those goals. Each Actual Action/Service listed below is rated on a scale of 0-2 for effectiveness in meeting the Planned Measurable Outcome and/or effectiveness in progressing to those goals:</p> <p>2: Performance met Planned Measurable Outcome or progress toward attainment of Planned Measurable</p> <p>Outcome has been substantially enhanced.</p> <p>1: Performance improved: Although the Planned Measurable Outcome was not met, there is evidence that progress toward attainment has been improving.</p> <p>0: Performance declined or was not deemed effective.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
5.1 Provide full time Library Media Technicians at school sites.		\$595,000 LCFF 0707	SJUSD provided full time Library Media Technicians at all schools sites through a systematic reclassification. Effectiveness = 2		\$632,149.95
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.2 Fund additional Coordinator of Curriculum, Instruction and Assessment (A.D.-T. & M.T.)		\$282,000 LCFF 0707	Funded additional Coordinator of Curriculum, Instruction and Assessment to assist with certified professional development in the areas of RLA and Math District-wide. Effectiveness = 2		\$289,665.23
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.3 Provide a secretary for Coordinators of Curriculum, Instruction and Assessment (D.J.)		\$63,000 LCFF 0707	Provided a secretary for Coordinators of Curriculum, Instruction and Assessment for administrative support. Effectiveness = 2	\$65,530.09 Deborah Johnson (2-174-010)
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

5.4 Provide Common Core Teachers on Special Assignment to support school sites district-wide: 2 ELA, 2 Math, 1 Science, 1 SPED		\$629,000 LCFF 0707	Provided Common Core Teachers on Special Assignment (TOSA) to support school sites district-wide: 2 ELA, 2 Math, 1 Science, 1 SPED. TOSAs were added through the course of the school year. Some were added later due to recruitment concerns. Effectiveness = 2	\$411,718.96
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.5 Provide Behavior Counselor 1 & 2 positions to support at-risk mental health district-wide.		\$200,000 ERMHS	Provided Behavior Counselor positions, filling one such position through the course of the year. Effectiveness = 1	\$79,823.34
Scope of service:	All Grades: All		Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.6 Provide full-time support to Data Management Coordinator with one additional Data Mgmt. Clerk (D.M.)		\$49,000 LCFF 0707	Provided full-time secretarial support to Data Management Coordinator. Effectiveness = 2		\$44,083.93
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.7 Provide an additional full-time Network Administrator (Vacancy for E.T.)		\$101,000 LCFF 0707	SJUSD recruited and hired a network administrator to fill the previous vacancy. Effectiveness = 2		\$101,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.8 Provide Dean of Students/IB Coordinator (C.H.)		\$102,000 LCFF 0707	Provided Dean of Students/IB Coordinator at SJHS, effective fall, 2015. Effectiveness = 2		\$112,890.49
Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th		Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.9 Fund two elementary music teachers.		\$179,000 LCFF 0707	Funded two elementary music teachers in order to provide consistent music education and preparatory time for elementary teachers. Effectiveness = 2		\$160,365.56
Scope of service:	CPE, SJE, DZA, REC, HYA, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, SJE, DZA, REC, HYA, EST, PHE Grades: 1st, 2nd, 3rd, 4th, 5th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.10 Provide Data Management Clerks in Educational Services. (Todd & Teresa)		\$101,000 LCFF 0707	Although we provided Data Management Clerks for Ed Services, we did so late in the year and are thus still making progress on data systems, analysis, and consistent reporting of our district data. Effectiveness = 1		\$72,353.40
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.11 Provide AVID tutors district-wide.		\$90,000 LCFF 0701-Sites	Provided AVID tutors district-wide. Effectiveness = 2		\$61,499.53

Scope of service:	SJHS, NMMS, MVMS Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	SJHS, NMMS, MVMS Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.12 Hire highly quality teachers to support class size reduction (TK-2) and other district-wide needs (estimated 13 teachers).		\$1,060,000 General Fund	SJUSD recruited and hired 12 additional elementary teachers to assist with our negotiated 28:1 class size ratio for grades TK - 3. Effectiveness = 2	\$1,060,000	
Scope of service:	CPE, REC, DZA, HYA, SJE, EST, PHE Grades: K, 1st, 2nd		Scope of service:	All elementary sites. Grades: TK, K, 1st, 2nd, 3rd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.13 Provide two additional work days for certificated employees for the purposes of professional development and planning.		\$436,000 LCFF 0707	Provided two additional work days for certificated employees for the purposes of professional development and planning. Certificated workyear increased from 184 to 186 days. Effectiveness = 2	\$461,043.00
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.14 Provide one additional work day for "180 day" classified employees for the purpose of professional development and planning.		\$40,000 General Fund 0000	All student service day employees (180-day) increased by one day to 181 days per year. The day was used for professional development and focused on classified employee needs. Effectiveness = 2	\$40,000
Scope of service:	All Grades: All		Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.15 Provide Enrichment Collaboration Teachers (ECT) for all elementary sites.		\$375,000 LCFF 0707	Provided Enrichment Collaboration Teachers (ECT) for all elementary sites. Four teachers hired to provide rotating collaboration between all seven elementary sites. Effectiveness = 2	\$234,971.71
Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: K, 1st, 2nd, 3rd, 4th, 5th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.16 Provide District Crisis Counselor.		\$45,000 LCFF 0701	Provided District part-time and as-needed Crisis Counselor. Effectiveness = 2	\$40,593.13

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.17 Provide campus security at secondary sites (approximately 21 positions).		\$787,000 LCFF 0707	Provided full-time campus security at all secondary sites. Effectiveness = 2		\$791,110.36
Scope of service:	SJHS, MVHS, NMMS, MVMS, SJLA Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	SJHS, MVHS, NMMS, MVMS, SJLA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.18 Expand campus supervision at elementary sites to support such activities as universal Kinder schedule and peak load assistance.		\$50,000 LCFF 0707	SJUSD expanded campus supervision in the form of extra duty time, additional employees, and adjusted schedules. This will culminate in the elementary campus supervisor reclass which will result in an increased presence on campus before, during, and after the school day. Effectiveness = 2		\$50,000
Scope of service:	CPE, DZA, REC, SJE, HJA, PHE, EST Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Elementary sites Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.19 Provide Lead Counselor (V.G.).		\$114,000 LCFF 0707	Provided District Lead Counselor to facilitate consistent development and practice of district k-12 counseling team. Effectiveness = 2		\$108,471.56
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.20 Provide a 4-hour Secretary 1 for counseling support (C.E.).		\$19,200 LCFF 0707	Provided a 4-hour Secretary (Secretary 1) for counseling support. Effectiveness = 2		\$19,399.26
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.21 Provide a Support Specialist II to provide technology support at SJHS (T.W.).		\$80,000 LCFF 0707	Provided a Technical Support (Support Specialist II) to facilitate technology support at SJHS. Effectiveness = 2		\$97,981.40
Scope of service:	All Grades: All		Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th, Adult	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>5.22 Fund elementary Assistant Principals and one additional middle school principal @ 200 days.</p>		<p>\$672,000 LCFF 0707</p>	<p>Funded elementary Assistant Principals for all elementary sites. PHE did not receive an AP until March, 2016.</p> <p>Effectiveness = 2</p>	<p>\$517,743.64</p>
<p>Scope of service:</p>	<p>CPE, DZA, REC, SJE, HYA, EST, PHE</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>		<p>Scope of service:</p> <p>CPE, DZA, REC, SJE, HYA, EST, PHE</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

5.23 Fund elementary counselors at all sites.		\$286,000 LCFF 0707	Following the expiration of the elementary counseling grant, SJUSD funded elementary counselors at all sites in order to maintain and improve upon elementary counseling services. Effectiveness = 2		\$250,031.99
Scope of service:	CPE, DZA. REC., HYA, SJE, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, DZA. REC., HYA, SJE, EST, PHE Grades: K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.24 Fund .5 counselor at San Jacinto Leadership Academy.		\$45,000 LCFF 0707	SJUSD added a .5 FTE counseor at SJLA, shared with Record Elementary. Effectiveness = 2		\$45,000.00
Scope of service:	SJLS Grades: 6th, 7th, 8th		Scope of service:	SJLA Grades: 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.25 Provide additional FTE support at MVMS to support STEM implementation.		\$107,000 LCFF 0707	Provided additional FTE support at MVMS to support STEM implementation. Effectiveness = 2		\$141,848.99
Scope of service:	MVMS Grades: 6th, 7th, 8th		Scope of service:	MVMS Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.26 Provide an Ag/Mechanics teacher at SJHS.		\$83,000 LCFF 0707	Provided an Ag/Mechanics teacher at SJHS (one FTE). Effectiveness = 2		\$83,656.39
Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th		Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.27 Provide Dual Immersion teachers.		\$539,000 LCFF 0707	Provided Dual Immersion teachers for Megan Cope Elementary. Two teachers were added in 2015-16 to the existing three teacher staff to accomodate for the DI program growth (6 FTE Total). Effectiveness = 2	\$498,086.55
Scope of service:	SJHS Grades: 11th, 12th		Scope of service: MCE Grades: K, 1st	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.28 Provide Attendance Specialist position to support chronic absenteeism, SART/SARB, and Foster Youth outreach.		\$52,000 LCFF 0707	Provided Attendance Specialist position in order to focus on providing support for foster/homeless youth and their guardians, track and improve overall student attendance, SARB and SART support, and offering resources for all students. Effectiveness = 2	\$55,664.62

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.29 Hire consultant to ensure alignment with wellness policies, USDA standards and student feedback inputs.		\$25,000 Cafeteria Fund 5310	SJUSD secure consultant services to align, monitor, and help ensure SJUSD meets USDA standards. Student and stakeholder input was gathered through surveys. Effectiveness = 2	\$25,000	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.30 Provide contract with RCOE to employee CTE teachers.		\$81,000 LCFF	Contracted CTE teacher with RCOE to assist with our CTE development. Effectiveness = 2		\$84,382.76
Scope of service:	SJHS, MVHS Grades: 10th, 11th, 12th		Scope of service:	SJHS, MVHS Grades: 9th, 10th, 11th, 12th, Adult	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.31 Provide Site Education Technology Resource Teacher (SETRT) stipends.		\$36,000 LCFF 0707	Provided Site Education Resource Teacher (SETRT) stipends to aid in technology support and practice. Effectiveness = 2		\$39,296.93
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.32 Provide training for all campus supervisors and security personnel.		\$8,000 SCPS	SJUSD provided monthly training (in and out of district) based upon trends, data identified needs, as well as annual requirements. Effectiveness = 2		\$8,000.00
Scope of service:	All Grades: All		Scope of service:	Secondary Campus Security Personnel Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.33 Support BTSA/PAR district-wide program.		\$98,000 Title II 4035 - personnel	Supported BTSA/PAR district-wide program for all new teachers (total of 26 BTSA mentors). Effectiveness = 2		\$131,223.18
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.34 Provide Breakthrough Coach training.		\$6,000 Ed Flex 0898	Provided Breakthrough Coach training for all new management/assistant teams and those needing refresher course. Effectiveness = 2	\$4,050.00
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.35 Provide leadership and coaching opportunities for administrators.		\$15,000 Title II- 4035 Ed Services; \$15,000 Title II 4035 Personnel	Provided leadership and coaching opportunities for administrators including leadership conferences, team-building opportunities, and on/off site professional development. Effectiveness = 2	\$102,900.36

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.36 Provide Teacher Leader Academy for the purpose of building teacher leader capacity in the classroom and across school sites.		\$12,000 LCFF 0701	SJUSD provided a Teacher Leader Academy. Meeting were held monthly and focused on developing current teachers' leadership skills through a variety of workshops and reflective activities. Effectiveness = 2	\$20,000	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.37 Provide training and support for school counselors.		\$13,700 Title II Ed. Services	<p>Provided training and support to school counselors throughout the 2015-16 school year even after the elementary counselor grant expired, resulting in the district funding at least one half-time counselor at all elementary locations. Consistency in practice and professional development within the k/12 counseling ranks must continue to improve.</p> <p>Effectiveness = 1</p>	\$14,128.21
Scope of service:	All Grades: All		Scope of service: All Grades: All	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
5.38 Provide GATE training to teachers.		\$10,000 Title II 4035 Ed Services.	<p>Planned GATE Professional Development was tabled in late fall, 2015 due to competing priorities. GATE training will commence in Year 2.</p> <p>Effectiveness = 0</p>	\$0
Scope of service:	All Grades: All		Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.39 Provide 3-day New Teacher Academy.		\$15,000 Ed Flex 0898; \$15,000 Title II 4035 Personnel	Provided a 3-day New Teacher Academy for all new certificated staff. Effectiveness = 2	\$19,529.42	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.40 Provide 2 additional School Psycholgists to support at-risk youth.		\$248,000 LCFF 0707	Provided one (1) additional School Psycholgist to support at-risk youth. Effectiveness = 2	\$77,185.61	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Any At-Risk Students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.41 Provide additional Speech and Language Pathologist positions to support at-risk youth.		\$457,000 LCFF 0707	Provided additional full-time Speech and Language Pathologist positions to support at-risk youth. Developed a competitive salary schedule to assist in recruiting and retaining highly qualified SLP staff. Effectiveness = 2		\$237,641.50
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Any At-Risk Students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.42 Provide Classified Technology Director.		\$132,000 LCFF 0707	Provided one (1) Classified Technology Director. Effectiveness = 2		\$135,856.05
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.43 Provide 180-day Elementary Lead Campus Supervisor.		\$53,000 LCFF 0707	SJUSD had planned on providing a Lead Campus Supervisor for Elementary sites, but priorities shifted to the Elementary Supervisor/Elementary Campus Aid reclassification. This will commence next year. Effectiveness = 0	\$0
Scope of service:	CPE, DZA, REC, HYA, SJE, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service: All elementary sites Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.44 Provide full-time elementary community liaisons at all sites.		\$125,000 LCFF 0707	Provided full-time elementary Parent/Community Liaisons at all elementary sites. Effectiveness = 2	\$132,884.66

Scope of service:	CPE, DZA, REC, SJE, HYA, PHE, EST Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, DZA, REC, SJE, HYA, PHE, EST Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.45 Provide a Communications & Emergency Preparedness Coordinator position to support community outreach and safety efforts.		\$100,000 LCFF 0707	Provided a Communications & Emergency Preparedness Coordinator position. Position assists with disaster preparedness training and all media releases. Effectiveness = 2	\$99,257.10	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.46 Provide classified professional development opportunities.		\$10,000 LCFF 0707	Provided classified professional development opportunities, such as customer service training, new hire training, and job-specific training as needed by department. Effectiveness = 2	\$10,000
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
5.47 Provide a PBIS TOSA to support PBIS - implementation district-wide.		\$100,000 LCFF 0707	Provided one (1) Positive Behavior Intervention Support (PBIS) Teacher on Special Assignment (TOSA) to support PBIS implementation district-wide. Effectiveness = 2	\$80,980.16
Scope of service:	All Grades: All		Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.48 Provide PAR/BTSA TOSA.		\$100,000 LCFF 0707	Provided PAR/BTSA TOSA to assist with facilitation of new teacher mentoring and development. Effectiveness = 2	\$91,363.52
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.49 Provide 4 elementary PE teachers district-wide.		\$400,000 LCFF 0707	Provide four (4) elementary PE teachers at all seven elementary school sites to assist in implementing SPARKS Physical Education district-wide. Four PE teachers are shared among the elementary and one middle school locations. Effectiveness = 2	\$334,360.36

Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	CPE, DZA, REC, SJE, HYA, EST, PHE Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.50 Provide extra duty stipends for the purposes of academic student support, health/safety, and student engagement; SST coordinator, SETRT's and athletic coach stipends.		\$113,000 LCFF 0707	Provided extra duty stipends for the purposes of academic student support, health/safety, and student engagement; SST coordinator, SETRT's and athletic coach stipends. All positions were added through the collective bargaining process. Effectiveness = 2	\$113,000	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.51 Provide classified media specialist position.		\$80,000 LCFF 0707	Hired a classified management Digital Media Specialist (December 2015). Duties and responsibilities are currently developing as this was a mid-year addition to the management classification. Effectiveness = 1		\$16,984
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.52 Implement Aspiring Administrator Training opportunities.		\$10,000 Title II Personnel	SJUSD provided Aspiring Administrator training throughout the 2015-6 school year. Effectiveness = 2		\$10,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.53 Provide professional learning opportunities for all staff specific to Foster Youth.		\$3,000 SPCS	SJUSD provided professional learning opportunities for staff servicing/provideing support for Foster Youth . Effectiveness = 2	\$3,000
Scope of service:	All Grades: All		Scope of service: All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	
5.54 Provide part-time Clerk 1 position for the purposes of supporting parents in the enrollment/parent center and facilitation of CELDT administration.		\$25,000 LCFF 0707	SJUSD provided part-time Clerk (Clerk 1) position for the purposes of supporting parents in the enrollment/parent center and facilitation of CELDT administration. Effectiveness = 2	\$25,000

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.55 Support & expand Admin University.		\$10,000 Title II Personnel	Scheduled, held, and facilitated monthly Admin. University focusing on developing all new school site admin. Training was open to all administrators and was need driven. Effectiveness = 2	\$10,000	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>Although we met our annual measurable outcomes this will become more of a struggle as we continue to recruit out-of- state for vacancies. We will continue to assist employees and applicants to acquire the necessary credentials for the State of California in order to maintain our metrics. We will also focus our professional development opportunities to focus on leadership for both classified and certificated personnel, as well as supporting staff with Unconscious Bias training.</p> <p>Effectiveness = 2</p>
--	--

Original Goal from prior year LCAP:	Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:									
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td colspan="2">All</td> </tr> <tr> <td></td> <td colspan="2">Grades: All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td style="width: 15%;"></td> <td>All</td> </tr> </table>		Schools:	All			Grades: All		Applicable Pupil Subgroups:		All
Schools:	All										
	Grades: All										
Applicable Pupil Subgroups:		All									

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Maintain 0 discrepancies per site within FIT inspection.</p> <p>B. Increase work order response time by 3%.</p> <p>C. Maintain 0 founded Uniform Complaints re: facilities.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A. 0 discrepancies per site within FIT inspection.</p> <p>B. Work order response time increased to an average of 14 days.</p> <p>C. 0 founded Uniform Complaints re: facilities.</p> <p>Self Assessment Process:</p> <p>All actions/services have been reviewed for effectiveness in meeting the Planned Measurable Outcomes and/or for effectiveness in achieving progress toward those goals. Each Actual Action/Service listed below is rated on a scale of 0-2 for effectiveness in meeting the Planned Measurable Outcome and/or effectiveness in progressing to those goals:</p> <p>2: Performance met Planned Measurable Outcome or progress toward attainment of Planned Measurable</p> <p>Outcome has been substantially enhanced.</p> <p>1: Performance improved: Although the Planned Measurable Outcome was not met, there is evidence that progress toward attainment has been improving.</p> <p>0: Performance declined or was not deemed effective.</p>
---	---	---	---

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
6.1 Provide funding to maintain SJUSD facilities as part of the five year deferred maintenance plan		\$592,286 Routine Maintenance 8150	6.8 The district continues to operate a deferred maintenance fund to cover expenses for our aging facilities. This fund is used for painting, carpet and roof replacement as well as other normal wear and tear facilities concerns. This action is proposed to continue. Effectiveness = 2	
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
6.2 Provide ongoing routine maintenance of district-wide facilities, buildings and grounds.		\$2,044,381 Routine Maintenance 8150	6.2 The Facilities and Operations department had another outstanding year maintaining and repairing our buidlings and classrooms. Of particular note, was their successful Williams inspections, where we scored an exemplary rating (no findings) for the fourth year in a row. Increases to their budget were for vehicle purchases and a large format scanner/printer. Effectiveness = 2	

Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.3 Maintain and support school district network and infrastructure for basic information services within all buildings and facilities.		\$150,000 E-Rate 9011	6.4 The Technology department made good use of these funds and provided upgraded wireless access points for our staff and students and also upgraded some core equipment in our data center. This action item is proposed to continue in LCAP year 2016-2017. Effectiveness = 2	\$194,449	
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

6.4 Expand and improve surveillance at secondary sites		\$250,000 - 0008	6.11 Unfortunately, this project was delayed in identifying the preferred solution to pursue for our surveillance system bid. The bid package is being advertised now and we hope to have our cameras in place before the start of next school year. Effectiveness = 0		\$0
Scope of service:	School-wide Grades: All		Scope of service:	N/A Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.5 Support additional allocations for site specific facility needs, such as special safety and/or enhancement projects.		\$210,000 LCFF 0701-sites	6.3 This was an extremely successful action for our school sites and students. Funds went to purchase everything from safety and security improvements to furniture and equipment and even technology. This action is proposed to continue in 2016-2017. Effectiveness = 2		\$193,174
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.6 Support implementation of District Enrollment Center/Parent Center.		\$40,000 Gen Fund 0008	6.6 Our enrollment and parent center opened in April and we are excited to offer these new services to our students and families. Centralized enrollment process should greatly streamline our processes. Effectiveness = 2		\$35,114
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.7 Support the implementation of a new San Jacinto Leadership Academy Office Building.		\$350,000 - 9986	6.10 The new administration building looks fantastic and has enhanced both the effectiveness of the staff but also the safety and security of the school for our parents and students. Effectiveness = 2		\$348,355

Scope of service:	District-wide Grades: All		Scope of service:	SJLA Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.8 Support utility reduction efforts district-wide.		\$300,000 Function 7206	6.1 The district continues its commitment to a behavioral based energy conservation program. A vacancy in the Energy Manager position this year has caused some concerns with our collective efforts. We look forward to filling this position soon as continuing our robust cost and energy avoidance initiatives. The cost savings represented for this action item is the result of the vacancy and paying off the five year consultant contract. Effectiveness = 1	\$100,000	
Scope of service:	District-wide Grades: All		Scope of service:	District-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

6.9 Increase four 10 month custodial positions to 12 month custodians.		\$19,227 Gen Fund 0000	6.9 Increased four 10 month custodial positions to 12 month custodians.		\$19,227
Scope of service:	District-wide Grades: All		Scope of service:	This small increase in man power helped the effectiveness of the summer deep cleaning process. This aciton is proposed to continue. Effectiveness = 2 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.10 Provide asphalt work at San Jacinto Elementary and Monte Vista Middle School.		\$59,800 ERP Funds 6225	6.16 This was a component of the repairs made to San Jacinto Elementary and Monte Vista as a result of the Emergency Repair Program funding. This work is complete. Effectiveness = 2		\$59,790
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>6.11 Support new carpeting and paint at Record and Park Hill Elementary Schools.</p>		<p>\$400,000 Fund 06 8150</p>	<p>6.12 Contracts were all services were awarded to contractors at our April Board meeting. Work will begin as soon as school is out in June. The school sites are very excited about their upcoming improvement projects.</p> <p>Effectiveness = 2</p>	<p>\$391,339</p>
<p>Scope of service:</p>	<p>School-wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>School-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>6.12 Improve roofing at SJHS.</p>		<p>\$200,000 Fund 06 8150</p>	<p>6.14 Contracts were awarded at our April Board meeting. Roof repairs wil begin as soon as school is out in June.</p> <p>Effectiveness = 2</p>	<p>\$173,883</p>

Scope of service:	School-wide Grades: All		Scope of service:	SJHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.13 Implement portable classroom installation at various sites throughout the district.		\$600,000 Fund 06 9986	6.5 Six portable classrooms were purchased for growth at Megan Cope Elementary to relieve over crowding. We are hopeful that these classrooms will be ready for students in August. Effectiveness = 2		\$776,985
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

6.14 ERP repairs at Monte Vista and San Jacinto Elementary.		\$350,000 Fund 06 6225	6.13 ERP repairs at Monte Vista and San Jacinto Elementary are substantially complete and have helped reinforce portable classroom foundations as well as provide better drainage and asphalt improvements at these school sites. Effectiveness = 2		\$232,257
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.15 HVAC replacement at Monte Vista and SJE.		\$400,000 Prop 39 Fund 06 6230	6.15 Contracts have been awarded. Work should begin once school is out in June. This project will provide the district with ongoing utility reductions. Effectiveness = 2		\$425,880
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6.16 Support turf replacement district-wide.		\$500,000 Fund 03 0000	6.7 Turf removal took place at every site this year in support of our effort to be water wise. Non-functional turf costs were offset by rebates from the Metropolitan Water District and the Easter Municipal Water District. This action is proposed to continue as we support our State efforts to combat the severe drought. Effectiveness = 2		\$533,821
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>This year SJUSD focused efforts on many modernization projects that included carpeting, paint and asphalt work throughout the district. There was also significant work completed to ensure infrastructure and networks were compatible to 21st century needs.</p> <p>SJUSD recognizes the need to provide safe, clean and modernized classrooms for our students on an ongoing basis. As a result, next year's focus for First Class Facilities work will entail solar projects district wide to support the utilities reduction goal, the continued promotion of 21st Century Classroom opportunities and providing high quality routine maintenance projects. The expansion of SJLA middle school will be on the forefront of 2016-2017 tasks along with the creation of a culinary arts facility.</p>
--	--

Original Goal from prior year LCAP:	Implement a comprehensive communications plan that focuses on student, family and community engagement and partnerships, reflects innovation, accessibility, and connectivity, and cultivates excellence in a caring and safe, student-centered environment.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X6 X7 X8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>A. % of parents reporting they have been asked to volunteer at their child's school, as indicated by the Parent Survey as Agree or Strongly Agree, will increase by 5%.</p> <p>B. The average number of parents participating in DAC and DELAC will increase by 5%.</p> <p>C. The number of parents responding to Parent Surveys will increase by 5%.</p> <p>D. Rate of overall suspensions as well as African-American, students with disabilities, and foster youth suspension will decrease 1% over the previous year.</p> <p>E. Expulsion rate will continue to be below 1% in each subgroup of 100 or more and in total.</p>		Actual Annual Measurable Outcomes:	<p>A. Rate of overall suspensions, as well as African-American, students with disabilities, and foster youth suspensions, will decrease 2% over the previous year.</p> <ul style="list-style-type: none"> • Overall suspensions: 2014-15: 1009; 15-16 through 5-2-16: 731 - approximately 15% below 14-15 rates but are tracking to maintain current rate. • African-American suspensions: 2014-15: 205; 2015-16 through 5-2-16: 209 • Students with Disabilities suspensions: 2014-15: 180; 2015-16 through 5-16-16: 225 • Foster Youth suspensions: 2014-15: 17; 2015-16 through 5-16-16: 20 <p><i>Suspension rates are trending upward despite</i></p>

F. Percent of parents who report overall satisfaction with their child's school, based on Parent Survey results,

will increase by **5%**.

G. Percent of students who report overall a positive feeling of school safety will increase by **5%**.

PBIS implementation district wide.

B. Expulsion rate will continue to be below 1% in each subgroup of 100 or more and in total.

- Expulsion rate continues to be below 1%
- In 2014-15, eight (8) students were expelled and in 2015-16, seven (7) students have been expelled or recommend for expulsion to date.

Goal met

C. Percent of students reporting overall positive feelings of school safety will increase by 5%.

As measured by the California Healthy Kids Survey, positive feelings of school safety

- 5th grade: Remained unchanged at 70% from 2014 to 2016
- 7th grade: Increased by 25% from 53% in 2014 to 66% in 2016
- 9th grade: Increased by 7% from 41% in 2014 to 45% in 2016
- 11th grade: Decreased by 8% from 45% in 2014 to 41% in 2016

While the numbers need to increase at all grade levels, 11th grade needs to be addressed along with the lack of rate change in fifth grade.

D. Percent of parents reporting they have been asked to volunteer at their child's school, as indicated by the Parent Survey as Agree or Strongly Agree, will increase by 5%.

- Percentage of parents asked to volunteer increased by 19% from 58% in Spring 2015 to 68.9% in Spring 2016.

Goal exceeded by 14 percentage points or 280%.

E. The average number of parents participating in DAC and DELAC will increase by 5%.

- DAC: Increased from 19 to 23, representing a 21% increase.
- DELAC: Increased from 90 to 144, representing a 69% increase in DELAC participants.

Goal exceeded

F. The number of parents responding to Parent Surveys will increase by 5%.

- 2014-15 Spring Survey: 2,898
- 2015-16 Spring Survey: 3,005

Parent Survey responses increased by 3.7% thus meeting 74% of goal.

G. Percent of parents who report overall satisfaction with their child's school, based on Parent Survey results,

will increase by 5%.

- Spring 2015: 93%
- Spring 2016: 93.5%

Increased by 1.5%, thus meeting 30% of goal.

Self Assessment Process:

All actions/services have been reviewed for effectiveness in meeting the Planned Measurable Outcomes and/or for effectiveness in achieving progress toward those goals. Each Actual Action/Service listed below is rated on a scale of 0-2 for effectiveness in meeting the Planned Measurable Outcome and/or effectiveness in progressing to those goals:

2: Performance met Planned Measurable Outcome or progress toward attainment of

				<p>Planned Measurable</p> <p>Outcome has been substantially enhanced.</p> <p>1: Performance improved: Although the Planned Measurable Outcome was not met, there is evidence that progress toward attainment has been improving.</p> <p>0: Performance declined or was not deemed effective.</p>	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
7.1 Offset cost of fingerprinting services for community volunteers.		\$25,000 General Fund 0000 Personnel	In order to promote and support parent volunteerism in our schools, a plan was developed to help offset the cost of fingerprinting. This cost offset was linked to parent participation at the school sites. Effectiveness = 2		\$5,889
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

7.2 Fund Into the Future conference.		\$6,000 Title 1 PD 3010; \$1,000 Ed Flex 0898	Into the Future is a community event hosted by SJUSD and held on the campus of Mount San Jacinto Community College. It provides an inspiring key note speaker and breakout sessions to inform students and parents about factors in education. For instance, sessions on AVID, college financing and CAASPP testing are regularly offered. The event helps to build strong connections with the community and to encourage college and career readiness. Special emphasis is given to English Learners. Effectiveness = 2	\$3,028
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7.3 Fund Family & Community Engagement Coordinator salary.		\$78,000 LCFF 0707	A Family and Community Engagement Specialist was hired to facilitate increased parent participation at District and site events, to disseminate information and to help address the needs of our families in support of our students. Effectiveness = 2	\$85,400

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7.4 Provide Hanover Research Services for the purposes of data analysis, community feedback and surveying.		\$38,000 LCFF 0701 Ed Services	Hanover Reserach Services provided the District with reports, surveys and data analysis. These reports helped the District to understand community needs and perceptions about the schools. They also informed our academic programs. Especially impactful are the LCAP and technology surveys. Effectiveness = 2	\$38,500	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

7.5 Provide Data Tracking Systems for the purpose of creating community SARC documents.		\$5,000 LCFF 0701 Ed Services	The District contracted with Data Tracking Systems to organize school site SARC documents. All SARC documents were posted as required. Effectiveness = 2	\$5,050
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7.6 Continue support for District Advisory Committee (DAC)		\$1,500 Title 1 3010; \$1,000 Ed Flex 0898	The District Advisory Committee (DAC) is made up of School Site Council representatives from each site. The DAC meets four times a year. During the DAC meetings important information about student achievement data, budgeting and programming is shared with sites. Site representatives, in turn, share the activities that are taking place on site, including the development of the Single Plan for Student Achievement, the school site budget and special site programming. The DAC is a valuable channel of communication among district personnel, site administration and site parent representatives. Effectiveness = 2	\$1,200

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7.7 Support parent training opportunities, with specific attention given to unduplicated student populations such as, but not limited to, EL, foster youth, special education, and students of poverty.		\$9,000 Title I PD 3010; \$4,500 Title III 4203; \$1,500 Ed Flex 0898	Regular parent training and information sessions were held this year. These sessions help to inform parents about the school district, the academic goals of the district/school sites and to offer resources and specialized assistance where appropriate. The sessions are organized by the Community and Parent Engagement Coordinator. Effectiveness = 2	\$18,024	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Some times the topics were specific to certain student groups. It varied.)		

7.8 Partner with "Signs of Community" to create visibility and efficiency for message delivery of events, alerts, and services using LED signage.		\$10,000 Redevelopment 9986	Due to challenges associated with our partnering company, SJUSD determined that this project should be postponed until 2016-2017 when there will be time to explore other options for bringing the LED signage to reality at our school sites. Effectiveness = 0	\$0.00
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7.9 Provide graduation banners for top 44 students.		\$7,000 Ed Flex 0898	Graduation banners are flown in San Jacinto celebrating the top 40 graduating seniors from SJHS. This is a promotional activity that celebrates student achievement and district focus on preparing students for post-secondary work. Effectiveness = 2	\$7,000
Scope of service:	SJHS, MVHS Grades: 12th		Scope of service: SJHS, MVHS Grades: 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7.10 Hire a consultant to coordinate strategic planning proces..		\$35,000 Sup Budget	Strategic planning consultants were hired to help guide the Vision 20/20 process. The consultants were hired and regularly attended the Vision 20/20 as well as Leadership meetings. They worked with the Superintendent regularly. As a result of their leadership, SJUSD was able to successfully merge the previous strategic plan with the LCAP to create the San Jacinto Difference. Effectiveness = 2		\$83,188
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

7.11 Support the implementation of strategic plan committee.		\$28,000 Sup Budget	The Strategic Plan Committee serves to continually review and revisit the goals and vision of the District. The Strategic Plan Committee provides a forum for all stakeholder voices in the direction taken by the District. It was reconstituted in to the Vision 20/20 advisory that met multiple times throughout the school year to work towards alignment of LCAP and strategic plan. Effectiveness = 2		\$28,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7.12 Provide supplemental translation services to support effective parent communication.		\$1,000 Ed Flex 0898	When needed, the District provided translation services during meetings and trainings. This need has been diminished since technology has been purchased to assist with translation. Effectiveness = 2		\$495
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7.13 Provide beginning of the year Welcome Back Breakfast for parents.		\$4,000 Ed Flex 0898	The Welcome Back Breakfast has several impacts. It provided team and community among the school sites. It provided a forum for district data delivery/celebration of accomplishments. It provided a forum for professional development of all teachers and classified staff, and provided a professional development opportunity for parents as well. The Welcome Back Breakfast was held on August 10. Effectiveness = 2		\$4,276
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

7.14 Support Program Improvement (Title 1) notification and communication with families.		\$9,000 Title 1 3010	Yearly the District sends out mandatory notification of Program Improvement status in order to engage parents and fully communicate with them regarding Title 1 school status. Effectiveness = 2		\$4,352
Scope of service:	All Grades: All		Scope of service:	All Title I schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7.15 Provide new SJUSD website, including the implementation of app for mobile devices.		\$18,000 LCFF 0707	A new website was made operable in order to facilitate better communication with our community. Effectiveness = 2		\$40,032
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

7.16 Support Student of the Month.		\$2,000 Sup Budget	The District supports a Student of the Month program for our high school students at both school sites. This celebration is offered off campus and is run in conjunction with community partners. Effectiveness = 2		\$2,000
Scope of service:	SJHS, MVHS Grades: 12th		Scope of service:	SJHS, MVHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7.17 Provide SJUSD promotional materials.		\$16,000 Sup Budget	In order to communicate the district vision and mission, promotional materials needed to be developed. Through newsletters and signage, SJUSD is able to share information with the community and district families. Effectiveness = 2		\$16,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7.18 Support Spotlight on San Jacinto.		\$6,000 Sup Budget	Spotlight on San Jacinto is a video opportunity to share information about district programs, initiatives and goals. Through this medium the District was able to reach out to the community and encourage more participation and support for SJUSD. Effectiveness = 2	\$12,500
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
7.19 Support community recognitions.		\$500 Sup Budget	The District worked to support recognitions coming from the community in order to build and reinforce positive relationships with our stakeholders. Effectiveness = 2	\$500

Scope of service: All Grades: All			Scope of service: All Grades: All		
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			
What changes in actions, services, and expenditures	<p>Goal 4 and 7 will be consolidated into one goal to narrow SJUSD's focus for 2016-17. The new goal, which was created by students, staff and community will read: SJUSD will implement a positive, safe and engaging school climate and home/school/community partnerships in a student-centered environment where the culture reflects high levels of trust, effective collaboration and meaningful relationships.</p> <p>Actions and services will target subgroups such as African Americans, students with disabilities, Native Americans and Foster Youth. Creating safe school climates, through student and parent engagement, will continue to be the focus as we face an increasingly growing crime rate and jobless rate in San Jacinto.</p> <p><u>Suspension Rates and Students Reporting Positive Feelings about School Safety (A & C)</u></p> <p>As a result of increasing suspension rates and a decrease in elementary and 11th grade reporting of a positive school climate, student involvement in school climate, student voice and PBIS will be expanded. SJUSD will also begin Restorative Justice classes at both the high school and middle school level. Additionally, sites with higher suspension rates will be provided additional support and programs such as mentoring for African American students will be implemented as part of expanding the African American Advisory Council.</p> <p><u>Parent Outreach (D,E, F & G)</u></p> <p>To continually address our need to reach out to parents and ensure they have the resources and opportunities to be involved and ensure their child's success, SJUSD will continue to expand parent involvement through the implementation of the District Parent Center, addition of another Parent Community Liaison to serve the district, additional workshops and courses aimed at skill building, expansion of communication campaigns particularly for career technical education and college support. A Native American Parent/Community Parent Advisory Council will also be implemented.</p> <p><u>Community Outreach (A-G)</u></p>				

	<p>According to data from a December 2015 community survey of likely voters in San Jacinto, 20% have no opinion regarding the quality of performance of the San Jacinto Unified School District. To address this void, SJUSD will continue to reach out to senior citizens (majority of voters/homeowners) to promote the San Jacinto Difference (SJUSD's combined LCAP and Strategic Plan) and provide opportunities for their involvement. To instill community pride, SJUSD will hold Quarterly STAR Bus Tours of our schools, initiate Principal for a Day, add LED signs on key campuses to promote events and celebrate successes and implement a San Jacinto Cultural Heritage Week.</p> <p>To ensure consistent and exemplary customer service, SJUSD will also implement Mystery Shopper as an informative and non-evaluative feedback system.</p> <p>Outcomes A &</p>
--	---

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	18901870
<p>In San Jacinto Unified School District (SJUSD) 80.98% of students in the district are classified as low income, foster youth, or English learner pupils distributed over all of our school sites. Due to these consistent demographics, most of the supplemental and concentration dollars have been budgeted to be spent in an LEA-wide and/or school-wide manner. The needs of the targeted student populations are an integral influence that guides the design of programs throughout the district so that all of our children receive high levels of instruction/acceleration/remediation.</p>	

Funding given to the sites was allocated on an unduplicated, per pupil count of low income, foster youth, and English learners. Services for our at-risk populations are identified in the school site SPSA based upon the district goals and the priority areas. These plans and the implementation of actions and programs were monitored by Educational Services, Business and the Categorical Specialist throughout the 2015-2016 school year. SJUSD will focus on the three academic Focus Areas, ELA/ELD/Literacy, Math and Interventions, in order to provide equity and access for all of our students. The expenditures address:

1. Increased program and learning opportunities to promote, encourage, and support all students in becoming college and career ready. These include, but are not limited to:

a. Expansion of programs that prepare students for college and career.

The AVID program provides our students with the skills and support needed to become college and career ready. In 2015-2016 SJUSD had four elementary schools and three secondary schools in AVID. In 2016-2017 SJUSD will expand the program by supporting the addition of the final three elementary schools and one middle school to the AVID team. AVID will then be available district-wide.

Expansion of the International Baccalaureate Diploma Program (IBDP) was supported in 2015-2016. The program tripled in enrollment from 30 to more than 100 students. IBDP will continue to be supported with additional class offerings and teacher trainings to provide all students with program accessibility.

STEM and STEAM programs were initiated at two elementary sites and one middle school site in 2015-2016. The district entered the awareness stage for implementation of NGSS and general environmental science. In 2016-2017 SJUSD will continue to support the expansion of these programs and fund implementation at other sites. NGSS will enter the transition stage of implementation.

Expansion of A-G course offerings at SJHS and MVHS was begun in 2015-2016. In 2016-2017 SJUSD will work to provide more access to A-G courses, including courses such as READ 180/Eng. 1 and Eng 2 to give our ELL students more options.

In 2015-2016 SJUSD clarified the CTE pathways and developed a strong CTE Advisory. In 2016-2017 we will continue to support the expansion of CTE course offerings in more areas.

In 2015-2016 SJUSD continued to support the purchase of technology for student academic use. In 2016-2017 SJUSD will focus on training and support for appropriate uses of the technology. Expansion of technology support and venues for student learning, including virtual academies, on-line a-g coursework, distance learning opportunities and learning software in classroom, will continue to be supported for all students. Continued support will be provided for a district-wide typing program, READ 180 upgrades and expansion, Mango software for EL newcomers, Chrome books for 9th graders, E library books for one middle and all elementary schools, and Naviance College and Career Readiness software for site counselor use.

b. Delivery of a rigorous curriculum and intervention with appropriate teacher training and professional development

In 2015-2016 SJUSD piloted ELA programs for adoption. A program was adopted and will be available to the sites August, 2016. Extensive teacher training will be provided through a well-defined professional development plan so that teachers are able to provide all students with a rigorous instruction. This will include consultant training in Guided Reading, Reading Complex Text and structured ELD.

Response to Intervention (Rtl) was initiated in 2016. Teachers were trained in the universal screener and the levels of intervention. In 2016 the district will facilitate full implementation of Rtl protocols that include universal screening for TK-5, progress monitoring and the effective use of

research-based intervention strategies.

2. Increased community awareness and involvement in the education of students: These efforts include support for the community/family liaison coordinator as she develops parent workshops, activities and events linking parents and families to school district/site efforts. Support will also be given to the expansion of the communication avenues used to distribute information and encourage district participation in events and activities. This communication will include a new emphasis on social media outlets, website updates and public information releases.

SJUSD will continue to support the development of parent advisory groups. This includes the African American Parent Advisory, Foster Youth Parent Advisory and American Indian Parent Advisory. The District Advisory Committee (DAC) and the District English Language Advisory Committee (DELAC) will be targeted in order to encourage more attendance and input. These groupings will allow the district to build partnerships within the community, to identify specialized needs of our students/families and promote community input for district efforts.

SJUSD will continue to support the implementation of PBIS district wide. Additionally, a Restorative Justice program that is in the planning stages will be started at the middle school and high school level. This program will support struggling students through the services of a classroom teacher and counselor.

3. Maintenance of all district and site facilities in order to support a calm, comfortable and safe environment for learning. Wiring of all LCD and document cameras and upgrades and installation of wireless access district-wide was provided in 2016. Additional steps will be taken to include solar energy at school sites. In order to provide 21st century classrooms, SJUSD is planning an expansion of the SJLA school site, inclusion of SMART lunchrooms at sites and the development of 21st century classrooms, including maker space and technology components. To support CTE curricula, Ag Mechanics will be facilitated. Site landscape revisions will continue.

4. Ensured that all students have highly qualified staff. These efforts include, but are not limited to:

New Teachers will be supported with a New Teacher Academy in August and throughout the year. Quality professional development in ELA and math centered on the California State Standards will be provided as well as assistance with technology uses, DOK, intervention, special needs of students.

SJUSD had consistently supported teachers through the BTSA (CTI) program for teacher induction. That support will continue through funding of the RCOE teacher induction program.

Teacher coaching through specialized Teacher on Special Assignment (TOSA) support will be continued for all teachers district-wide. A CTI coach will focus specifically on new or struggling teachers to provide additional assistance.

Teacher collaboration time will continue to be facilitated by SJUSD. Teachers will develop rigorous lesson plans, create assessments and develop effective intervention strategies.

SJUSD will support positive school site learning environments by continuing to provide highly qualified support staff:

- increased campus supervision/classroom support,
- reclassifying LVN's
- continued training of LMT's for technological/educational support

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

27.03	%
-------	---

The proportionality percentage for increased or improved services is reflected in the additional programs, training, enrichment and interventions provided in support of student learning at all of our sites with an emphasis on targeted consideration for low income, foster youth, and English learner (EL) students. Through a combination of staffing, training and programs, SJUSD provided training, support, and guidance from the district office to the individual classroom, in order to target the unique needs of these subgroups of students. Although a majority of professional development trainings were focused on supporting teachers as they implement the California State Standards, there was additional emphasis on how to successfully engage and support students of poverty and English Language Learners in relation to these new standards and their academic experiences. ELD and student intervention/support programs were a significant focus area in the consideration for a new ELA adoption. The needs of low income, foster youth and EL students was a focus of the planning begun for a Restorative Justice program at the secondary level and further refinement and implementation of PBIS district wide. We see a clear need to develop a school climate that keeps students from dropping out or failing. A fully developed Response to Intervention program (RtI) was planned out, through the use of an RtI steering committee, with materials, training and assessments to assist all students, but particularly our ELL, Foster and poverty students. Universal screening for all elementary students and progress monitoring was implemented at all sites.. In addition, the AVID Elementary program was researched and planned for district-wide implementation in 2016-2017. AVID elementary will be added at the remaining three elementary schools and the last middle school. AVID at the middle and high school was expanded and additional teachers were trained on AVID strategies. STEM and STEAM opportunities were initiated at elementary, middle schools and high school. Additional CTE courses were offered and A-G course enrollment was supported through access to specialized programs such as READ 180/English 1 for ELL students and targeted subgroups. SJUSD employed a Parent Community Liaison coordinator to work with site liaisons, dedicated to connecting parents in the targeted subgroups with schools. Through this work our parents developed a better understanding of the academic programs and goals that the district held for their students. Specialized parent advisory groups were facilitated to assure input and participation in support of our EL students, Foster Youth, African American and students of poverty. These are standing groups that will help SJUSD address the special subgroup needs in the future. Finally, consideration for low income, foster youth, and English learner (EL) students experiential needs will be addressed through field trip opportunities and material/social supports.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

- (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).