Local Control and Accountability Plan

San Jacinto Unified

July 1, 2014 - June 30, 2017

06/19/2014

§ 15497. Local Control and Accountability Plan and Annual Update Template.

For each section of the template, LEAs should comply with instructions and 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. 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 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)*

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.*

Guiding Questions:

1) *How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,* education rights holders and other foster youth stakeholders, English learner parents, 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?*
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 representative parents of pupils identified in Education Code section 42238.01?*

6) *In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?*

Involvement Process	Impact on LCAP
The San Jacinto Unified School District is committed to ensuring all students graduate ready for success in postsecondary education and careers. That commitment requires involvement from all stakeholders. The development of the Local Control and Accountability Plan was guided by our District's Strategic Plan and core goals. We held twenty-three LCAP input sessions and had a total of 686 attendees, which included parents of English Learners and foster youth. The list of sessions is detailed below: DATE MEETING ATTENDEES Tuesday, January 28, 2014 District site Leadership Team 77 Wednesday, January 29, 2014 Relevance Committee 13 Wednesday, January 29, 2014 Educational Services Team Mtg. 37 Thursday, January 30, 2014 District Advisory Committee 25 Thursday, February 06, 2014 San Jacinto Teachers Assn. 19 Thursday, February 06, 2014 North Mountain Middle School 14 Monday, February 10, 2014 Extended Cabinet 15 Tuesday, February 11, 2014 Megan Cope Elementary 70 Wednesday, February 12, 2014 San Jacinto Rotary Club 20 Wednesday, February 12, 2014 Office Support Staff 36 Thursday, February 13, 2014 Management Team 52 Thursday, February 13, 2014 Results Committee 5	There was a tremendous amount of feedback and input we received as a result of the 23 input sessions and student focus groups at each school site. The input was consolidated and shared with District leadership including the School Board, Cabinet and Management staff. The input was used to develop the actions in the LCAP. The following are the major themes that persisted throughout all the input sessions: Class Size Reduction Parent Involvement Reading/Accelerated Reader Sports/PE/Recess Classified Support Special Education Technology Behavior/Bullying Extended School Day Materials/Supplies Staffing

			Fieldtrips
Monday, February 24, 2014	Stakeholder Forum	38	
			College & Career focus
Monday, February 24, 2014	Classified School Employees Assn. CSEA 189	9	
			Improve Facilities
Tuesday, February 25, 2014	DO Quarterly Meeting	43	
			Improve school food
Tuesday, February 25, 2014	Rigor Committee	15	
			Transportation
Tuesday, February 25, 2014	San Jacinto Assembly of God	13	
Wednesday, February 26, 2014	Superintendent Study Circle	37	More teacher/parent communication
Wednesday, February 26, 2014	St. Hyacinth Church	11	Teacher support
Thursday, February 27, 2014	District English Learner Advisory Committee	23	Improve Communication
Tuesday, March 4, 2014	LDS Church	12	Counselors
Thursday, March 13, 2014	Leadership Team Meeting	36	Support for struggling students
Thursday, March 27, 2014	Management Team Meeting	46	EL Support
	TOTAL	**686**	Foster Youth

In addition to these sessions, we facilitated student focus groups at all of our school sites (K-12). Over 200 students participated in those feedback sessions. A cross-representation of students was guided through a series of questions to solicit feedback and input on how best to improve our schools.

The student sessions and the 23 input sessions were all formatted to solicit real, honest feedback from our stakeholders. The input sessions all began with a review of district data including both quantitative and qualitative measures. The school and district accountability report cards were handed out at each session. Attendees reviewed student achievement results on the CSTs, AP exams and A-G completion rate to name a few. In addition to class size, suspension and expulsion data was also shared. The results of our 2013-14 annual parent survey were shared with participants. Attendees discussed the data and brainstormed ideas to support the district's goal of college and career readiness. The majority of the meeting time was spent in small groups who were facilitated through a series of questions that garnered key input.

In particular, our students asked for PE/Recess equipment, more academic fieldtrips, and assistance with bullying and better school food. All four of these items are addressed directly in the LCAP. These major themes are addressed in the actions listed under Section 3 of the LCAP.

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

One final LCAP input session was held on May 6, 2014 to present the first draft of the LCAP. Community members, parents, administrators and representatives from both labor groups were present. Over 100 people attended the LCAP review meeting. Additional input was gathered and a number of participants expressed sincere gratitude to the District for "listening" and incorporating their input on the LCAP.	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Column 1	Columns 2, 3, 4			Column 5	Columns 6, 7, 8			Column 9
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**				**What will be different/improved for students? (based on identified metric)**			
	Description of Goal	**Applicable Pupil Subgroups**	**School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively all high schools, for example.)**	**Annual Update: Analysis of Progress**	**LCAP YEAR Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**	**Related State and Local Priorities**
Goal 1: College and Career Readiness addresses the follow State Priority Areas-Student Achievement and Course Access. We believe these two State Priority Areas, and their related data components, provide the most comprehensive view of our progress towards ensuring all students graduate ready for success in college and a career.

Student Achievement specifically deals with | Goal 1: All students will graduate ready for success in college and a career | All | All | | In 2014-15 SJUSD will set the benchmarks to measure the share of students that are college and career ready as determined by 3rd grade reading scores, 5th grade math scores, 6th grade failure rate, 8th grade math with a grade C or | In 2015-16 SJUSD will see growth in percent of 3rd grade students reading at or above grade level, growth in the percent of 5th grade students at or above grade level in mathematics, a decrease in the percent of 6th graders failing 1 or more classes, | In 2016-17 SJUSD will see growth in percent of 3rd grade students reading at or above grade level, growth in the percent of 5th grade students at or above grade level in mathematics, a decrease in the | Course access; pupil achievement |

performance on standardized tests, score on Academic Performance Index, share of students that are college and career ready, share of English leaner that become English proficient, English learner reclassification rate, share of students that pass Advanced Placement exams with 3 or higher, and share of students prepared for college, by the Early Assessment Program. San Jacinto Unified School District receives Title III funding from the federal government to help English Learners to speak, read, and write in English and to achieve in reading and mathematics. SJUSD is reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if we met the three Annual Measurable Achievement Objectives (AMAOs) for our English Learners: AMAO 1 Progressing in English language acquisition, AMAO 2 Exiting or reaching English language proficiency, and AMAO 3 ELL-Annual					better, Graduation Rate and A-G completion rate. Establish targets for CAASPP and API after the state issues scores. Monitor and establish targets for EL reclassification, Advanced Placement exams passed with 3 or higher, share of students prepared for college as determined by EAP and middle school dropout rates. LEA is committed to meeting all AMAO goals for the 2014-15 year.	growth in the percent of 8th grade students passing math with a grade of C or better, growth in the high school graduation rate and growth in the percentage of students graduating having completed the A-G course sequence. Establish targets for CAASPP and API after the state issues scores. Monitor and establish targets for EL reclassification, Advanced Placement exams passed with 3 or higher, share of students prepared for college as determined by EAP and middle school dropout rates. LEA is committed to meeting all AMAO goals for the 2015-16 year.	percent of 6th graders failing 1 or growth in the percent of 8th grade students passing math with a grade of C or better, growth in the high school graduation rate and growth in the percentage of students graduating having completed the A-G course sequence. Establish targets for CAASPP and API after the state issues scores. LEA is committed to meeting all AMAO goals for the 2016-17 year. Monitor and establish targets for EL reclassification, Advanced Placement exams passed with 3 or	

Measurable Objectives (AMO). AMAO targets increase every year. LEA is committed to making all AMAO goals in 14-15, 15-16, and 16-17.

The 2013 ELSSA report was analyzed. Currently the Intermediate group makes up 38.8% of ELs in the LEA. They are the largest group. Many of our EL students that have been in U.S. schools 5 years or more, are staying on the Intermediate level, and are becoming Long-Term English Learners (LTEL). A Title III Committee will be formed to conduct a survey and research the causes of students remaining Long Term English Learners. The Title III Committee will make recommendations for actions, including work with an educational consultant and the purchasing of additional educational materials. A plan for LTEL success will be developed by the Title III Committee which will consist of administrators, teachers, Site English Language Resource Teachers, counselors, and district personnel. | | | | | | | higher, share of students prepared for college as determined by EAP and middle school dropout rates. | |

Course Access specifically deals with student access and enrollment in all required areas of study which we define as enrollment in A-G courses. The following quantitative measurements will be used to determine progress under Student Achievement: • Performance on standardized tests • Score on Academic Performance Index • Share of students that are college and career ready as determined by 3rd grade reading scores, 5th grade math scores, 6th grade failure rate, 8th grade math with a grade C or better, Graduation Rate and A-G completion rate. • Share of English leaner that become English proficient • English learner reclassification rate • Share of students that pass Advanced Placement exams with a 3 or higher • Share of students prepared for college by the Early Assessment							

Program. • The following quantitative measurements will be used to determine progress under Course Access: • Student access and enrollment in all required areas of study								
Goal 2: Common Core addresses the following State Priority Areas- Implementation of Common Core Standards. We believe this State Priority Areas, and its related data component, provides a comprehensive view of our progress towards implementing the Common Core State Standards in all grade levels for all student groups. Implementation of the Common Core Standards specifically deals with Implementation of CCSS for all students, including EL. In the summer of 2013,	Goal 2: Implement a curriculum that ensures mastery of state standards.	All	All		In 2014-15, San Jacinto Unified School District will measure the full implementation of the CCSS in math and English/Language Arts for students in grades K-12, including classes with EL, SPED and SED students, in order to assure student access to the Common Core State Standards. This implementation will be measured by administrative observations and	In 2015-2016, San Jacinto Unified School District will fully implement the CCSS in all classes grades K-12 of English/Language Arts and mathematics and grades 6-12 in science, including classes with EL, SPED and SED students, in order to assure student access to the Common Core State Standards. This implementation will be measured by administrative observations and evaluations, sign-in rosters from CCSS trainings, and	In 2016-2017, San Jacinto Unified School District will fully implement the CCSS in all classes grades K-12 of English/Language Arts, mathematics and science, including classes with EL, SPED and SED students, in order to assure access to the Common Core State Standards. This implementation will be measured by administrative observations and evaluations, sign-in rosters from CCSS trainings, and an inventory of the materials used for	Implementation of State Standards

SJUSD created and implemented the Units of Study in order to facilitate the CCSS in English Language Arts. All ELA teachers will use the Units of Study for instruction for all students. SJUSD facilitated the adoption process for mathematical materials during the 2013-14 school year. In 2014-2015, professional development will be provided in order for the CCSS math to be accessed by all teachers and effectively implemented in the classroom for instruction of all students, including SPED, SED and ELL. Professional development will be on-going throughout the year with an emphasis on grade level standards and the Standards for Mathematical Practice. San Jacinto Unified currently is					evaluations, sign-in rosters from CCSS trainings, and an inventory of the materials used for instruction. The administrative evaluation tool will be developed in the 2014-15 school year.	an inventory of the materials used for instruction.	instruction.

implementing CCSS for English Language Arts in all classrooms K-12. A math adoption has been determined for grades TK-5, 6-8 and 9-12 with full implementation in all classrooms K-8 scheduled for 2014 - 15. The Integrated Math Pathway will be incrementally introduced into grades 9-12: 2014-2015: CCHS Math I will be introduced in 9th grade 2015-2016: CCHS Math II will be introduced in 10th grade. 2016-2017: CCHS Math III will be introduced in 11th grade. The Standards for Mathematical Practice will be implemented in all math classes, TK-12, in 2014 - 2015. The following is the plan for implementation of the							

ELD standards:							
2014-2016: Review and transition 2015-2016: Standards training and program review/selection							
2016-2017: Full implementation of the ELD standards.							
The following qualitative measurement will be used to determine progress under Implementation of Common Core Standards							
• Implementation of CCSS for all students, including EL. Specifically, full implementation of the CCSS for all students, including EL, will be measured by professional development sign-in sheets, inventory of instructional materials and student assessments.							
Student mastery of the CCSS will be measured by district benchmark							

assessments. San Jacinto Unified School District will measure and monitor the student mastery of the CCSS in the three content areas by reviewing assessment data: ** mathematics and English/Language Arts K-12 in 2014-2015, **mathematics, English/Language Arts and science (6-12) in 2015-2016 and **mathematics, English/Language Arts and science K-12 in 2016-2017 The District and sites will monitor proficiency levels on district-wide benchmark assessments as well as site-based assessments. Data will be disaggregated to monitor struggling or special populations								
Goal 3: Integrate Technology, addresses the following State Priority Areas-Student Engagement and Other Student	Goal 3: Integrate and effectively utilize technology in	All	All		In 2014-15 we plan to have all relevant stakeholders reach consensus	In 2015-16 the district will make progress towards achieving the outcomes set	In 2016-17 the district will make progress towards achieving the outcomes set	Other pupil outcomes; Pupil engagement

Outcomes. We believe these two State Priority Areas, and their related data components, provide the most comprehensive view of our progress towards integrating and effectively utilizing technology in the classrooms to achieve educational standards. Student Engagement specifically deals with school attendance rate, chronic absenteeism rates, middle school dropout rates, and high school dropout rates. Student Engagement is monitored under Goal 4: Relationships. Other Student Outcomes specifically deals with other indicators of student performance in required areas performance in required areas of study which may include performance on other exams. Integration and effective utilization of technology will be measured by what students are creating using technology. This includes but is not limited to research papers, word documents, excel spreadsheets, etc. Evaluations will be used that include a range of procedures — performance assessments,	the classrooms to achieve educational standards.				on the purpose and intended outcomes of the planned technology implementation. The technology plan should include an evaluation component, and multiple evaluation methods should be considered, specified, and employed to assess agreed-upon outcomes. A system for ensuring administrators and teachers receive adequate, tailored, and continuing education about how to best integrate technology into their schools will be developed.	forth in the technology plan as measured by the determined evaluation components, including teacher and administrator training.	forth the technology plan as measured by the determined evaluation components, including teacher and administrator training.	

standardized tests, observations, writing samples, and other indicators of the impact of technology on achievement. Teachers will also participate in surveys and focus groups with students (and parents) about the use of technology in the classroom. Data for Student Engagement will be monitored under Goal 4: Relationships.

The following quantitative measurements will be used to determine progress under Other Student Outcomes:
• Other indicators of student performance in required areas of study as related to the integration and effective utilization of technology.

| **Goal 4:** Relationships Addresses the following State Priority Areas-Student Engagement, Parent Involvement and School Climate. We believe these three State Priority Areas, and their related data components, provide the most comprehensive view of our progress towards implementing programs and activities that | Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our | | | | Attendance will improve by 0.1% each year with an overall target of 96%. Chronic absenteeism will improve by 0.5% each year as a percent of total enrollment.

The district-wide | Attendance will improve by .1% each year with an overall target of 96%.
 Chronic absenteeism will improve by 0.5% each year as a percent of total | Attendance will improve by 0.1% each year with an overall target of 96%.
Chronic absenteeism will improve by .5% each year as a percent of total enrollment. | Parent involvement; pupil engagement; school climate. |

create positive relationships among staff, parents, the community and all our students. Student Engagement specifically deals with school attendance rate, chronic absenteeism rates, middle school dropout rates, and high school dropout rates. Our district-wide goal is to achieve a 96% attendance rate. Our target for elementary schools is 97%. Our focus has been improving attendance at our secondary schools. In the district, attendance is monitored on a monthly basis by Student, Community and Personnel Support and the Business Office. Schools with the greatest improvement over the previous year are recognized district wide. Winning schools with the highest attendance rate for the month receive a traveling trophy and the attendance clerk for the site also receives a trophy. San Jacinto High School has made significant progress with a current rate of 94.5%. Overall, schools are holding steady from prior year but growth is noted over the last four years. The program with the greatest growth in attendance	students.				dropout rate will improve by .1% each year.

The district-wide cohort graduation rate will improve by 0.5% each year The number of suspensions will decrease by 5% each year as compared to the prior year totals.

48900(K) suspensions will decrease by 2% each year, as determined by the percentage of total suspensions. | enrollment.
The district-wide dropout rate will improve by .1% each year.
The district-wide cohort graduation rate will improve by 0.5% each year. The number of suspensions will decrease by 5% each year as compared to the prior year totals. 48900(K) suspensions will decrease by 2% each year, as determined by the percentage of total suspensions. | The district-wide dropout rate will improve by 0.1% each year.

The district-wide cohort graduation rate will improve by 0.5% each year The number of suspensions will decrease by 5% each year as compared to the prior year totals.

48900(K) suspensions will decrease by 2% each year, as determined by the percentage of total suspensions | |

has been Mountain Heights Academy (our independent study program) with an increase of 14.7%. Chronic absentees are students who have 10% or higher absences (excused or unexcused). This results in a huge loss of instruction. The law requires that the school makes contact and parents are notified at 3 days of unexcused absences with a letter. At 6 unexcused absences parents receive another letter and the school holds a SART (Student Attendance Review Team) meeting. A SART contract is signed and includes interventions and a plan for coming to school. At 9 days students are moved to a SARB (Student Attendance Review Board) Meeting at District office with team that includes district administrators, social services and a School Resource Officer. Another contract and plan is developed and signed by the parent. These cases are monitored closely and can move on to the District Attorney for citation as an infraction or possible prosecution of the parent. For the past two years 6%							

(563/572) of our students had Chronic Absenteeism (missed more than 10% of the school days). The greatest areas of concern are Kinders, 9th grade, 10th grade and 11th grade. Our District Dropout Prevention Specialist targets elementary school students that we know are demonstrating signs that statistically can result in them being a dropout (e.g. bad attendance, struggling in reading and math). The Dropout Prevention Specialist pulls up the attendance rates, looking for students with chronic percentages (e.g. 1st month, 3 days = 10%). She connects with families to discuss why the student has been absent and to offer support. If needed, she speaks with the school site to ask what they are doing academically to help the students. Transportation needs are addressed, as are clothing and shoes resources. Home visits are a regular occurrence. The Student, Community and Personnel Support Office is tasked with searching out and								

finding students who have possibly dropped out. Our district-wide drop-out rate improved from 2.8% in 11-12 to 1.6% in 12-13. Parent Involvement specifically deals with our efforts to seek parent input and promotion of parental participation. These two areas are addressed in detail under Goal 8: Communication. Student Climate specifically deals with student suspension rates, student expulsion rates and other local measures. Our goal is an overall reduction in suspension and expulsion rates. The area we are focusing on the most is alternatives to suspension with a laser focus on reducing the number of K violations. Training and support in Positive Behavior and Intervention Systems (PBIS) is noted under Section 3 of the LCAP. We have had success in the overall reduction of expulsions as a result of looking at alternatives to expulsions including change in placement to an alternative education setting, adding counseling and other additional support services. Our dramatic decrease in expulsions is								

attributable to instituting and evaluating other means of correction. The Student, Community and Personnel Support Office has provided targeted training for site administrators and site administrative designees in alternatives to suspensions and expulsions throughout the school year. The following quantitative measurements will be used to determine progress under Student Engagement: • School attendance rates • Chronic absenteeism rates • Middle school dropout rates • High school dropout rates • High school graduation rates The following quantitative measurements will be used to determine progress under School Climate: • Student suspension rates • Student expulsion rates Data for Parent Involvement will be monitored under Goal 8: Communication.								

Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff. Basic Services specifically deals with rate of teacher misassignment, student access to standards-aligned instructional materials and facilities in good repair. Facilities in good repair is addressed in detail under Goal 7: Maintaining and Improving Facilities. Student access is addressed in Goal 2: Common Core. Teacher misassignment rate will be measured by: • Proper credential/assignment • Self-auditing practices, and teacher assignment tracking throughout the school year • Detail-oriented applicant and credential screening practices • Published opportunities for Professional Development and supplemental authorization opportunities	Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	All	All		For the 2014-15 school year, the rate of teacher misassignments will be maintained through proper teacher placements, self-auditing practices, and annual CMIS reporting.	For the 2015-16 school year, the rate of teacher misassignments will improve by .5% through proper teacher placements, self-auditing practices, and annual CMIS reporting.	For the 2016-17 school year, the rate of teacher misassignments will improve by .8% through proper teacher placements, self-auditing practices, and annual CMIS reporting.	Basic

• Annual teacher reporting and auditing (CMIS/HQT Reports)								
Goal 6: High Quality Programs and Services addresses the following State Priority Areas- Basic Services. We believe this State Priority Area, and its related data components, provide the most comprehensive view of our progress towards ensuring all students graduate ready for success in college and a career. Basic Services specifically deals with rate of teacher misassignments, student access to standards-aligned instructional materials and facilities in good repair. Rate of teacher misassignments is addressed in detail under Goal 5: Highly Qualified Teachers and Staff. Student access is addressed in Goal 2: Common Core. Finally, facilities in good repair is addressed in detail in Goal 7: Maintaining and improving facilities in a high state of readiness and	Goal 6: Maximize available resources to provide high quality programs, services and facilities.	All	All		In 2014-15, San Jacinto Unified School District will measure the full implementation of the CCSS in math and English/Language Arts for students in grades K-12, including classes with EL, SPED and SED students, in order to assure student access to the Common Core State Standards. This implementation will be measured by administrative observations and evaluations, sign-in rosters from CCSS trainings, and an inventory of the	In 2015-2016, San Jacinto Unified School District will fully implement the CCSS in all classes grades K-12 of English/Language Arts and mathematics and grades 6-12 in science, including classes with EL, SPED and SED students, in order to assure student access to the Common Core State Standards. This implementation will be measured by administrative observations and evaluations, sign-in rosters from CCSS trainings, and an inventory of the materials used for instruction. For the 2015-16	In 2016-2017, San Jacinto Unified School District will fully implement the CCSS in all classes grades K-12 of English/Language Arts, mathematics and science, including classes with EL, SPED and SED students, in order to assure access to the Common Core State Standards. . This implementation will be measured by administrative observations and evaluations, sign-in rosters from CCSS trainings, and an inventory of the materials used for instruction. For the 2016-17 school year, the rate of teacher	Basic

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capacity to maximize the learning environment.					materials used for instruction. The administrative evaluation tool will be developed in the 2014-15 school year. For the 2014-15 school year, the rate of teacher misassignments will be maintained through proper teacher placements, self-auditing practices, and annual CMIS reporting. • less than 5 discrepancies per site annually within the FIT inspection • decrease of work order volume by 5%	school year, the rate of teacher misassignments will improve by .5% through proper teacher placements, self-auditing practices, and annual CMIS reporting. • less than 5 discrepancies per site annually within the FIT inspection • decrease of work order volume by 5% annually • zero founded or confirmed Uniform Complaints regarding facilities readiness	misassignments will improve by .8% through proper teacher placements, self-auditing practices, and annual CMIS reporting. • less than 5 discrepancies per site annually within the FIT inspection • decrease of work order volume by 5% annually • zero founded or confirmed Uniform Complaints regarding facilities readiness	

					annually • zero founded or confirmed Uniform Complaints regarding facilities readiness			
Goal 7: Maintaining and Improving District facilities in a high state of readiness addresses the following State Priority Areas-Basic Services. We believe this State Priority Area, and its related data components, provide the most comprehensive view of our progress towards ensuring all students graduate ready for success in college and a career. Basic Services specifically deals with rate of teacher misassignments, student access to standards-aligned instructional materials and facilities in good repair. Rate of teacher misassignments is addressed in detail under Goal 5: Highly Qualified Teachers and Staff. Student access is addressed in Goal 2: Common Core.	Goal 7: Maintain and Improve district facilities in a high state of readiness and capacity to maximize the learning environment				• less than 5 discrepancies per site annually within the FIT inspection • decrease of work order volume by 5% annually • zero founded or confirmed Uniform Complaints regarding facilities readiness	• less than 5 discrepancies per site annually within the FIT inspection • decrease of work order volume by 5% annually • zero founded or confirmed Uniform Complaints regarding facilities readiness	• less than 5 discrepancies per site annually within the FIT inspection • decrease of work order volume by 5% annually • zero founded or confirmed Uniform Complaints Regarding facilities readiness	Basic

Maintaining and improving facilities in a high state of readiness and capacity to maximize the learning environment specifically deals with keeping our facilities in good repair. This area specifically looks at Facilities Inspections and readiness tools, amount and volume of work orders, Williams complaints throughout the Uniform Complaint Process. ⬤ amount of discrepancies via Facilities Inspection Tool ⬤ work order volume, frequency, and completion times ⬤ facilities discrepancies through the Williams/Uniform Complaint Process.									
Goal 8: Communication Addresses the following State Priority Areas: School Climate and Parent Involvement. We believe these State Priority Areas, and its related data components, provide the most comprehensive review of our progress toward implementing a communications plan focused on student, family and community engagement and	Goal 8: Implement a Comprehensive communications plan that focuses on student, family and community engagement and partnerships, reflects					• The number of suspension will decrease by 5% as compared to prior year totals. • The number of expulsions will decrease by 5% as compared to prior year totals. • By March	• The number of suspension will decrease by 5% as compared to prior year totals. • The number of expulsions will decrease by 5% as compared to prior year totals. • Student Focus Groups will be used to measure	• The number of suspension will decrease by 5% as compared to prior year totals. • The number of expulsions will decrease by 5% as compared to prior year totals. • Student Focus Groups will be used to measure	Parent involvement; School climate Communicating Excellence

partnerships, innovation, accessibility and connectivity. In a 2013 phone survey of San Jacinto residents conducted by a pollster, 1/3 of participants rated San Jacinto Unified's instructional program as fair and poor despite the fact that the District's test scores were the highest in the San Jacinto Valley and its growth was the highest of any school district in Riverside County. Additionally, SJUSD experienced a 10% decrease in 2014 of the number of students requesting inter-district transfers. In 2013, our dropout rate decreased to 1.6% and our graduation rate improved to 80.9%, which is above the state average. While still not acceptable, SJUSD's positive trends over the last eight years have not necessarily been accompanied by an increase in positive public perception. The communications plan will address community perception through marketing of our Strategic Plan, rollout of a new website, use of social media and other mediums to reach out to parents and the community, and a new SJSUD	innovation, accessibility, and Connectivity, and cultivates excellence in a caring and safe, student-entered environment				2015, Student Focus Group questions will be developed that measure school climate • By March 2015, School Climate indicators on the California Healthy Kids Survey will be identified to establish baseline data for improving school climate. • By March 2015, indicators to determine parent participation rates, including EL and Foster Youth, will be established by sites and district. • The number of approved Level II district-approved volunteers will increase by 5%	outcomes related to safe school climate and other student outcomes as identified in SJUSD's LCAP. • Identified school climate indicators on the California Healthy Kids Survey will improve by 5% over baseline data. • By March 2016, baseline data for parental participation, including EL and Foster Youth, will be established utilizing the agreed upon indicators in prior year. • The number of approved Level II district-approved volunteers will increase by 5% as compared to prior year totals • By March 2016, identify a parent	outcomes related to safe school climate and other student outcomes as identified in SJUSD's LCAP. • Identified school Climate indicators on the California Healthy Kids Survey will improve by 5% over baseline data. • Parent participation, including EL and Foster Youth, will be increase by 5% over baseline data. • The number of approved Level II district-approved volunteers will increase by 5% as compared to prior year totals • Parent survey data that measures communication, participation and quality of	

APP among other things currently listed in the LCAP. Improving community perception will also be addressed by improving parent participation rates and increasing the number of parent volunteers. During LCAP stakeholder input meetings, parents overwhelmingly indicated there was a need to provide easier access to volunteering and to increase meaningful opportunities to participate. This will be addressed through the recruitment of a Family & Community Engagement Coordinator. In addition to providing meaningful parent training and fast tracking volunteer applications, the Coordinator will outreach to ensure we are providing support and resources that improve home-to-school communication and encourage parents to get actively involved in their child's education. Students indicated during LCAP Student Focus Groups that school safety and anti-bullying strategies were needed at all sites. Additionally, in 2012-13,					as compared to prior year totals • Identify a parent survey that measures the needs of the district's parents.	survey that measures the needs of the district's parents.	educational programs will increase by 5% over baseline data.	

SJUSD recorded 1440 suspensions for a suspension rate of 8.7% compared to the state rate of 5.5% and Riverside County rate of 5.1%. In 2012-13, 489000(k) violations comprised 38.6% of all suspensions. 27 students were also expelled from SJUSD in 2012-13. To address this, meaningful student participation will be increased at both the site and district level. Additionally, campus security trained to prevent and intervene in bullying and investigate student incidences will replace campus supervisors at secondary sites. Campus supervisors are trained to control egress and ingress and break up fighting and other negative behavior; however, the proactive piece of creating a caring and safe student-centered environment is not typically part of the job. District-wide Positive Behavior Intervention & Support (PBIS) will also be implemented over a two-year period. With the unemployment rate still							

hovering around 23% in San Jacinto, our community stakeholders shared during LCAP Input Sessions that students need to leave high school with employability skills. To support this, SJUSD will be working to enhance CTE offerings, increase college & career readiness tools and opportunities and utilize the new Family & Community Engagement Coordinator to connect our students to apprenticeships and/or mentorships in our Business Community. Data for School Climate: • Student suspension rates • Student expulsion rates • Student Focus groups • California Healthy Kids Survey Data for Parental Involvement: • Parent participation rates, including EL & Foster Youth • Parent Volunteers (fingerprinted) • Parent Surveys •								

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 5 2 0 5 2, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238. 01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 5 2 0 6 1, 5 2 0 6 7, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 5 2 0 5 2 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide full time Library Media Technicians at school sites	LEA-Wide		Salary for full time LMTs: $ 325,000 **Funding Source:** L C F F	Salary for full time LMTs: $ 325,000 **Funding Source:** L C F F	Salary for full time LMTs: $ 325,000 **Funding Source:** L C F F
Goal 1: All	Course access;	Fund additional	LEA-Wide		Coordinator Salary:	Coordinator Salary:	Coordinator Salary:

students will graduate ready for success in college and a career	Pupil achievement	Coordinator of Curriculum, Instruction and Assessment			$ 130,000 **Funding Source:** L C F F **Note:** To support Common Core and College & Career Readiness focus	$ 130,000 **Funding Source:** L C F F **Note:** To support Common Core and College & Career Readiness focus	$ 130,000 **Funding Source:** L C F F **Note:** To support Common Core and College & Career Readiness Focus
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Offer Certificated Nursing program at SJHS	School-Wide		Support Certificated Nursing Program: $0 **Funding Source:** L C F F **Note:** CTE Teacher & program materials	Support Certificated Nursing Program: $180,000 **Funding Source:** L C F F **Note:** CTE Teacher & program materials	Support Certificated Nursing Program: $200,000 **Funding Source:** L C F F **Note:** CTE Teacher & program materials
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide a Secretary for Coordinators in C I & A	LEA-Wide		Salary for Secretary: $ 60,000 **Funding Source:** L C F F **Note:** Secretary for Coordinators	Salary for Secretary: $ 60,000 **Funding Source:** L C F F **Note:** Secretary for Coordinators	Salary for Secretary: $ 60,000 **Funding Source:** L C F F **Note:** Secretary for Coordinators
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide a Data Management Clerk in the Assessment office	LEA-Wide		Cost of increase from Clerk I: $10,000 **Funding Source:** L C F F **Note:** Increase from Clerk I	Cost of increase from Clerk I: $10,000 **Funding Source:** L C F F **Note:** Increase from Clerk I	Cost of increase from Clerk I: $10,000 **Funding Source:** L C F F **Note:** Increase from Clerk I
Goal 1: All students will graduate ready for success in	Course access; Pupil achievement	Continue AVID Contract for three secondary schools	LEA-Wide		AVID Contract for Three Schools: $6,345 **Funding Source:** 0 8 9 8 **Note:**	AVID Contract for Three Schools: $6,345 **Funding Source:** 0 8 9 8 **Note:**	AVID Contract for Three Schools: $6,345 **Funding Source:** 0 8 9 8 **Note:**

college and a career.					SJHS, NMMS, MVMS	SJHS, NMMS, MVMS	SJHS, NMMS, MVMS
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Develop AVID Vertical Collaboration District-wide			Extra Duty for AVID team (11 teachers): $5,000 **Funding Source:** Title II **Note:** Quarterly meetings	Extra Duty for AVID team (11 teachers): $5,000 **Funding Source:** Title II **Note:** Quarterly meetings	Extra Duty for AVID team (11 teachers): $5,000 **Funding Source:** Title II **Note:** Quarterly meetings
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Expand AVID at NMMS	School-wide		$25,000 **Funding Source:** LCFF	$25,000 **Funding Source:** LCFF	$25,000 **Funding Source:** LCFF
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide AVID Tutors for secondary sites	LEA-Wide		AVID Tutors for secondary sites: $80,000 **Funding Source:** LCFF	AVID Tutors for secondary sites: $80,000 **Funding Source:** LCFF	AVID Tutors for secondary sites: $80,000 **Funding Source:** LCFF
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide Accelerated Reader for all school sites	LEA-Wide		AR for all school sites: $ 85,000 **Funding Source:** LCFF **Note:** Contract includes Professional Development	AR for all school sites: $ 85,000 **Funding Source:** LCFF **Note:** Contract includes Professional Development	AR for all school sites: $ 85,000 **Funding Source:** LCFF **Note:** Contract includes Professional Development

Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Expand District Accelerated Reader Committee	LEA-Wide		Extra duty for AR Committee: $7,300 **Funding Source:** Title I PD **Note:** Certificated and classified hourly (2hr per mtg) (1 teacher rep per site, all LMTs, Textbook/PD Assistant, & 1 elementary & 1 secondary admin)	Extra duty for AR Committee: $7,300 **Funding Source:** Title I PD **Note:** Certificated and classified hourly (2hr per mtg) (1 teacher rep per site, all LMTs, Textbook/PD Assistant, & 1 elementary & 1 secondary admin)	Extra duty for AR Committee: $7,300 **Funding Source**: Title I PD **Note:** Certificated and classified hourly (2hr per mtg) (1 teacher rep per site, all LMTs, Textbook/PD Assistant, & 1 elementary & 1 secondary admin)
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide GATE testing and materials	LEA-Wide		GATE subs, copies, postage and books: $5,000 **Funding Source:** LCFF **Note:** Includes sub costs	GATE subs, copies, postage and books: $5,000 **Funding Source:** LCFF **Note:** Includes sub costs	GATE subs, copies, postage and books: $5,000 **Funding Source**: LCFF **Note:** Includes sub costs
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Participate in History Day	LEA-Wide		Enrollment, materials, training, extra duty, etc.: $ 4,000 **Funding Source:** LCFF	Enrollment, materials, training, extra duty, etc.: $ 4,000 **Funding Source:** LCFF	Enrollment, materials, training, extra duty, etc: $ 4,000 **Funding Source:** LCFF

Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Expand STEM opportunities at Estudillo Elementary	School-Wide		STEM training, PD, collaboration, family involvement and technology: $10,000 **Funding Source**: LCFF	STEM training, PD, collaboration, family involvement and technology: $10,000 **Funding Source:** LCFF	STEM training, PD, collaboration, family involvement and technology: $10,000 **Funding Source:** LCFF
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Expand STEM opportunities at MVMS	School-Wide		Network with UCR Medical School, etc.: $10,000 **Funding Source:** LCFF	Network with UCR Medical School, etc.: $10,000 **Funding Source:** LCFF	Network with UCR Medical School, etc.: $10,000 **Funding Source**: LCFF
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Expand STEM opportunities at SJHS including Project Lead the Way (PLTW)	School-Wide		PLTW costs for program, training, etc.: $20,000 **Funding Source:** LCFF	PLTW costs for program, training, etc.: $20,000 **Funding Source:** LCFF	PLTW costs for program, training, etc.: $20,000 **Funding Source:** LCFF
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide Key Data services including reports	LEA-Wide		Key Data Contract and other Reports: $10,000 **Funding Source:** LCFF **Note:** Contract	Key Data Contract and other Reports: $10,000 **Funding Source:** LCFF **Note:** Contract	Key Data Contract and other Reports: $10,000 **Funding Source:** LCFF **Note:** Contract

Goal	Related State/Local Priorities	Action	Scope		Year 1	Year 2	Year 3
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide Online Assessment and Reporting System (OARS)	LEA-Wide		OARS Contract: $48,000 **Funding Source:** LCFF **Note:** Contract	OARS Contract: $48,000 **Funding Source:** LCFF **Note:** Contract	OARS Contract: $48,000 **Funding Source:** LCFF **Note:** Contract
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide Intel-Assess Benchmark services	LEA-Wide		Intel Assess Contract: $ 18,000 **Funding Source:** LCFF **Note:** Contract	Intel Assess Contract: $ 18,000 **Funding Source:** LCFF **Note:** Contract	Intel Assess Contract: $ 18,000 **Funding Source:** LCFF **Note:** Contract
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide ESGI program for K-2 assessment	LEA-Wide		ESGI Contract: $8,000 **Funding Source:** LCFF **Note:** Contract	ESGI Contract: $8,000 **Funding Source:** LCFF **Note:** Contract	ESGI Contract: $8,000 **Funding Source:** LCFF **Note:** Contract
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide Instructional Materials Copies - Leadership Mtgs., Prof. Dev., DSLT, Inst. Reviews	LEA-Wide		Instructional Materials Copies - Leadership Mtgs., Prof. Dev., DSLT, Inst. Reviews: $6,500 **Funding Source:** Title I	Instructional Materials Copies - Leadership Mtgs., Prof. Dev., DSLT, Inst. Reviews: $6,500 **Funding Source:** Title I	Instructional Materials Copies - Leadership Mtgs., Prof. Dev., DSLT, Inst. Reviews: $6,500 **Funding Source:** Title I

Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Continue C E L D T Administration Training	LEA-Wide		CELDT Admin. Training: $3,400 **Funding Source:** 0898	CELDT Admin. Training: $3,400 **Funding Source:** 0898	CELDT Admin. Training: $3,400 **Funding Source:** 0898
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide CELDT Administration Materials	LEA-Wide		CELDT Admin. Materials costs: $4,500 **Funding Source:** 0 8 9 8 **Note:** Pre ID labels, CELDT kit binders, toner, reclassification certificates, supplies, etc.	CELDT Admin. Materials costs: $4,500 **Funding Source:** 0 8 9 8 **Note:** Pre ID labels, CELDT kit binders, toner, reclassification certificates, supplies, etc.	CELDT Admin. Materials costs: $4,500 **Funding Source:** 0 8 9 8 **Note:** Pre ID labels, CELDT kit binders, toner, reclassification certificates, supplies, etc.
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Mail CELDT notifications	LEA-Wide		CELDT mailings: $4,500 **Funding Source:** 0 8 9 8 **Note:** copies, envelopes, postage, etc.	CELDT mailings: $4,500 **Funding Source:** 0 8 9 8 **Note:** copies, envelopes, postage, etc.	CELDT mailings: $4,500 **Funding Source:** 0 8 9 8 **Note:** copies, envelopes, postage, etc.
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Test all identified Kindergarten students on the CELDT in the summer	LEA-Wide		Summer CELDT Kinder Testing (Classified Hourly): $ 3,500 **Funding Source:** 0 8 9 8 **Note:** Includes classified hourly	Summer CELDT Kinder Testing (Classified Hourly): $ 3,500 **Funding Source:** 0 8 9 8 **Note:** Includes classified hourly	Summer CELDT Kinder Testing (Classified Hourly): $ 3,500 **Funding Source:** 0 8 9 8 **Note:** Includes classified hourly

Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Test all EL students on the CELDT	LEA-Wide		CELDT Speaking Subtests in September and October: $ 13,000 **Funding Source:** 0 8 9 8 **Note:** Speaking Subtests in September and October	CELDT Speaking Subtests in September and October: $ 13,000 **Funding Source:** 0 8 9 8 **Note:** Speaking Subtests in September and October	CELDT Speaking Subtests in September and October: $ 13,000 **Funding Source:** 0 8 9 8 **Note:** Speaking Subtests in September and October
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide CASHEE Intervention Materials	LEA-Wide		CASHEE Intervention Materials: $15,500 **Funding Source:** 6 3 0 0 **Note:** Measuring Up and Revolution Prep	CASHEE Intervention Materials: $15,500 **Funding Source:** 6 3 0 0 **Note:** Measuring Up and Revolution Prep	CASHEE Intervention Materials: $15,500 **Funding Source:** 6 3 0 0 **Note:** Measuring Up and Revolution Prep
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Mail CAHSEE-Valenzuela Letters	LEA-Wide		Valenzuela Letters: $500 **Funding Source:** 0 8 9 8	Valenzuela Letters: $500 **Funding Source:** 0 8 9 8	Valenzuela Letters: $500 **Funding Source:** 0 8 9 8
Goal 1: All students will graduate ready for success in college and a career	Course access; Pupil achievement	Provide OdysseyWare Licenses for credit recovery	LEA-Wide		OdysseyWare Licenses: $ 20,000 **Funding Source:** 6 3 0 0	OdysseyWare Licenses: $ 20,000 **Funding Source:** 6 3 0 0	OdysseyWare Licenses: $ 20,000 **Funding Source:** 6 3 0 0

Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Expand Summer School course offerings	LEA-Wide		Summer School Teacher & Counselor Extra Duty: $ 146,156 **Funding Source:** LCFF/0898 **Note:** Summer School Teacher & Counselor Extra Duty	Summer School Teacher & Counselor Extra Duty: $ 146,156 **Funding Source:** LCFF/0898 **Note:** Summer School Teacher & Counselor Extra Duty	Summer School Teacher & Counselor Extra Duty: $ 146,156 **Funding Source:** LCFF/0898 **Note:** Summer School Teacher & Counselor Extra Duty
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide Summer School Supplies	LEA-Wide		Summer School Supplies: $ 2,500 **Funding Source:** LCFF/0898	Summer School Supplies: $ 2,500 **Funding Source:** LCFF/0898	Summer School Supplies: $ 2,500 **Funding Source:** LCFF/0898
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide Summer School Admin Extra Duty	LEA-Wide		Summer School Admin Extra Duty: $14,796 **Funding Source:** LCFF/0898	Summer School Admin Extra Duty: $14,796 **Funding Source:** LCFF/0898	Summer School Admin Extra Duty: $14,796 **Funding Source:** LCFF/0898
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide Summer School Clerical Extra Duty	LEA-Wide		Summer School Clerical Extra Duty: $11,067 **Funding Source:** LCFF/0898	Summer School Clerical Extra Duty: $11,067 **Funding Source:** LCFF/0898	Summer School Clerical Extra Duty: $11,067 **Funding Source:** LCFF/0898

Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide Physical Fitness Test Contract and Reports	LEA-Wide		Physical Fitness Test Contract and Reports: $ 4,000 **Funding Source:** LCFF	Physical Fitness Test Contract and Reports: $ 4,000 **Funding Source:** LCFF	Physical Fitness Test Contract and Reports: $ 4,000 **Funding Source:** LCFF
Goal 1: All students will graduate ready for success in college and a career. .	Course access; Pupil achievement	Provide International Baccalaureate Diploma Program Candidate School Registration	School-Wide		International Baccalaureate Diploma Program Candidate School Registration: $ 10,400 **Funding Source:** 0 8 9 8 **Note:** SJHS	International Baccalaureate Diploma Program Candidate School Registration: $ 10,400 **Funding Source:** 0 8 9 8 **Note:** SJHS	International Baccalaureate Diploma Program Candidate School Registration: $ 10,400 **Funding Source:** 0 8 9 8 **Note:** SJHS
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide International Baccalaureate Diploma Program Instructional Materials	School-Wide		International Baccalaureate Diploma Program Instructional Materials: $ 20,000 **Funding Source:** 0 8 9 8 **Note:** Start-up costs	International Baccalaureate Diploma Program Instructional Materials: $ 20,000 **Funding Source:** 0 8 9 8 **Note:** Follow-up costs	International Baccalaureate Diploma Program Instructional Materials: $ 20,000 **Funding Source:** 0 8 9 8 **Note:** Follow-up costs

Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide International Baccalaureate Diploma Program Conference Registration-Teachers & Admin	School-Wide		International Baccalaureate Diploma Program Conference Registration-Teachers: $9,000 **Funding Source:** 0 8 9 8 **Note:** SJHS	International Baccalaureate Diploma Program Conference Registration-Teachers: $9,000 **Funding Source:** 0 8 9 8 **Note:** SJHS	International Baccalaureate Diploma Program Conference Registration-Teachers: $9,000 **Funding Source:** 0 8 9 8 **Note:** SJHS
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide International Baccalaureate Diploma Program Conference costs	School-Wide		International Baccalaureate Diploma Program Conference: $28,000 **Funding Source:** 0 8 9 8 **Note:** Subs, Transportation, Hotels, Meals for Teachers	International Baccalaureate Diploma Program Conference: $28,000 **Funding Source:** 0 8 9 8 **Note:** Subs, Transportation, Hotels, Meals for Teachers	International Baccalaureate Diploma Program Conference: $28,000 **Funding Source:** 0 8 9 8 **Note:** Subs, Transportation, Hotels, Meals for Teachers
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Coordinate International Baccalaureate Teacher Collaboration	School-Wide		IB Teacher Collaboration: $ 10,500 **Funding Source:** 0 8 9 8 **Note:** SJHS	IB Teacher Collaboration: $ 10,500 **Funding Source:** 0 8 9 8 **Note:** SJHS	IB Teacher Collaboration: $ 10,500 **Funding Source:** 0 8 9 8 **Note:** SJHS
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide International Baccalaureate textbooks	School-Wide		Purchase International Baccalaureate textbooks: $ 18,000 **Funding Source:** 0 8 9 8	Purchase International Baccalaureate textbooks: $ 18,000 **Funding Source:** 0 8 9 8	Purchase International Baccalaureate textbooks: $ 18,000 **Funding Source:** 0 8 9 8

Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Continue Spelling Bee: Materials, Awards, and Supplies	LEA-Wide		Spelling Bee Materials, Awards, and Supplies: $ 2,500 **Funding Source:** 0 8 9 8	Spelling Bee Materials, Awards, and Supplies: $ 2,500 **Funding Source:** 0 8 9 8	Spelling Bee Materials, Awards, and Supplies: $ 2,500 **Funding Source:** 0 8 9 8
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Continue Science Fair: Materials, Awards and Supplies	LEA-Wide		Science Fair Materials, Awards and Supplies: $ 2,000 **Funding Source:** 0 8 9 8	Science Fair Materials, Awards and Supplies: $ 2,000 **Funding Source:** 0 8 9 8	Science Fair Materials, Awards and Supplies: $ 2,000 **Funding Source:** 0 8 9 8
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Mail all Program Improvement notices (Title I)	LEA-Wide		Program Improvement Mailings (Title I): $9,000 **Funding Source:** Title I	Program Improvement Mailings (Title I): $9,000 **Funding Source:** Title I	Program Improvement Mailings (Title I): $9,000 **Funding Source:** Title I
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Continue Instructional Reviews at all school sites	LEA-Wide		Instructional reviews: $ 8,000 **Funding Source:** Title I PD	Instructional reviews: $ 8,000 **Funding Source:** Title I PD	Instructional reviews: $ 8,000 **Funding Source:** Title I PD

Goal	Metric	Action	Scope		Year 1	Year 2	Year 3
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Continue District Site Leadership Team Meetings	LEA-Wide		DSLT Meetings: $20,000 **Funding Source:** Title I PD **Note:** Extra duty	DSLT Meetings: $20,000 **Funding Source:** Title I PD **Note:** Extra duty	DSLT Meetings: $20,000 **Funding Source:** Title I PD **Note:** Extra duty
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide ASES after-school program	LEA-Wide		$0 **Funding Source:** A S E S **Note:** Extending learning time, offering daily homework assistance, providing certificated data-driven tutoring three days a week, and providing a Summer Bridge Program focused on STEAM activities.	$0 **Funding Source:** A S E S **Note:** Extending learning time, offering daily homework assistance, providing certificated data-driven tutoring three days a week, and providing a Summer Bridge Program focused on STEAM activities.	$0 **Funding Source:** A S E S **Note:** Extending learning time, offering daily homework assistance, providing certificated data-driven tutoring three days a week, and providing a Summer Bridge Program focused on STEAM activities.
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide release time/subs for K - 2 BOY assessments	LEA-Wide		Provide release time/subs for K-2 BOY assessments: $ 27,000 **Funding Source:** LCFF **Note:** Provide release time/subs for K-2 BOY assessments	Provide release time/subs for K-2 BOY assessments: $ 27,000 **Funding Source:** LCFF **Note:** Provide release time/subs for K-2 BOY assessments	Provide release time/subs for K-2 BOY assessments: $ 27,000 **Funding Source:** LCFF **Note:** Provide release time/subs for K-2 BOY assessments

Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide Master Schedule training for secondary	LEA-Wide		Provide Master Schedule training for secondary: $ 7,500 **Funding Source:** LCFF **Note:** Provide Master Schedule training for secondary	Provide Master Schedule training for secondary: $ 7,500 **Funding Source:** LCFF **Note:** Provide Master Schedule training for secondary	Provide Master Schedule training for secondary: $ 7,500 **Funding Source:** LCFF **Note:** Provide Master Schedule training for secondary
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Support Naviance College and Career counseling program	LEA-Wide		Support Naviance College and Career counseling program: $40,000 **Funding Source:** LCFF	Support Naviance College and Career counseling program: $40,000 **Funding Source:** LCFF	Support Naviance College and Career counseling program: $40,000 **Funding Source:** LCFF
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Develop Acquaponics program	School-Wide		Develop Acquaponics program: $5,000 **Funding Source:** LCFF **Note:** Program at Mountain View High School	Develop Acquaponics program: $5,000 **Funding Source:** LCFF **Note:** Program at Mountain View High School	Develop Acquaponics program: $5,000 **Funding Source:** LCFF **Note:** Program at Mountain View High School
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Expand library materials at S J L A	School-Wide		Expand library materials at SJLA: $7,000 **Funding Source:** 0 8 9 8	Expand library materials at SJLA: $0	Expand library materials at SJLA: $0

Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide Graduation Banners for top 44 students	LEA-Wide		Cost of banners: $7,000 **Funding Source:** 0 8 9 8 **Note:** Cost of banners	Cost of banners: $7,000 **Funding Source:** 0 8 9 8 **Note:** Cost of banners	Cost of banners: $7,000 **Funding Source:** 0 8 9 8 **Note:** Cost of banners
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Purchase Transitional Kindergarten start-up materials	LEA-Wide		Purchase Transitional Kindergarten start-up materials: $9,800 **Funding Source:** 0 8 9 8 **Note:** Instructional materials, technology, etc.	Purchase Transitional Kindergarten start-up materials: $9,800 **Funding Source:** 0 8 9 8 **Note:** Instructional materials, technology, etc.	Purchase Transitional Kindergarten start-up materials: $9,800 **Funding Source:** 0 8 9 8 **Note:** Instructional materials, technology, etc.
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Provide Dual Enrollment textbooks	LEA-Wide		Provide Dual Enrollment textbooks: $4,000 **Funding Source:** 6 3 0 0 **Note:** Partnership with MSJC	Provide Dual Enrollment textbooks: $4,000 **Funding Source:** 6 3 0 0 **Note:** Partnership with MSJC	Provide Dual Enrollment textbooks: $4,000 **Funding Source:** 6 3 0 0 **Note:** Partnership with MSJC
Goal 1: All students will graduate ready for success in college and a career.	Course access; Pupil achievement	Continue to support the Agriculture program at SJHS	LEA-Wide		AG program costs: $10,000 **Funding Source:** LCFF	AG program costs: $10,000 **Funding Source:** LCFF	AG program costs: $10,000 **Funding Source:** LCFF

Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide new Common Core Coaches to support school sites	LEA-Wide		Salary for CCSS TOSAs: $ 375,000 **Funding Source:** LCFF **Note:** 1 Science, 1 ELA, 1 Math, 1 Special Education	Salary for CCSS TOSAs: $ 700,000 **Funding Source:** LCFF **Note:** 2 ELA, 2 Math, 1 HSS, 1 Science, 1 Special Education	Salary for CCSS TOSAs: $ 750,000 **Funding Source:** LCFF **Note:** 2 ELA, 2 Math, 1 HSS, 1 Science, 1 Special Education
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide training for new Common Core Coaches	LEA-Wide		Provide training for new Common Core Coaches: $ 15,000 **Funding Source:** Title I PD **Note:** Includes RCOE coach training	Provide training for new Common Core Coaches: $ 15,000 **Funding Source:** Title I PD **Note:** Includes RCOE coach training	Provide training for new Common Core Coaches: $ 15,000 **Funding Source:** Title I PD **Note:** Includes RCOE coach training
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Common Core training to new staff	LEA-Wide		Provide Common Core training to new staff : $3,300 **Funding Source:** Title I PD **Note:** Contract with West Ed-Pepper	Provide Common Core training to new staff : $3,300 **Funding Source:** Title I PD **Note:** Contract with West Ed-Pepper	Provide Common Core training to new staff : $3,300 **Funding Source:** Title I PD **Note:** Contract with West Ed-Pepper
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide monthly collaboration for elementary teachers-Grade Level Meeting (GLM) rotation	LEA-Wide		Salary for four teachers: $ 350,000 **Funding Source:** CCSS Implementation Funds, LCFF **Note:** Hire Art, Science, PE and Technology Education Collaboration Teachers to	Salary for four teachers: $ 350,000 **Funding Source:** CCSS Implementation Funds, LCFF **Note:** Hire Art, Science, PE and Technology Education Collaboration Teachers to	Salary for four teachers: $ 350,000 **Funding Source:** CCSS Implementation Funds, LCFF **Note:** Hire Art, Science, PE and Technology Education Collaboration Teachers to

					provide sub-release for G L M s	provide sub-release for G L M s	provide sub-release for G L M s
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide new Common Core Math Materials TK -12	LEA-Wide		Purchase CCSS math materials: $550,000 **Funding Source:** Restricted Lottery, CCSS Implementation Funds, LCFF **Note:** Two-year TK-5 Math Adoption ($430,000); One-year 6-8 Math Adoption ($110,000); Grade 9 Math Adoption (no cost-Open Source)	Purchase CCSS math materials: $550,000 **Funding Source:** Restricted Lottery, CCSS Implementation Funds, LCFF **Note:** 6-8 Math Adoption ($110,000); Grade 10 Math Adoption (no cost-Open Source)	Purchase CCSS math materials: $550,000 **Funding Source:** Restricted Lottery, CCSS Implementation Funds, LCFF **Note:** TK-5 Math Adoption ($430,000); 6-8 Math Adoption ($110,000); Grade 11 (no cost-Open Source)
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Contract for Common Core Math Training	LEA-Wide		Contract for Common Core Math Training: $53,000]**Funding Source:** Title I, PD	Contract for Common Core Math Training: $53,000]**Funding Source:** Title I, PD	Contract for Common Core Math Training: $53,000]**Funding Source:** Title I, PD

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Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Common Core math training TK - 12	LEA-Wide		Provide Common Core math training TK-12: $74,800 **Funding Source:** Title II **Note:** Includes substitutes and materials	Provide Common Core math training TK-12: $74,800 **Funding Source:** Title II **Note:** Includes substitutes and materials	Provide Common Core math training TK-12: $74,800 **Funding Source:** Title II **Note:** Includes substitutes and materials
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide summer training for middle school math teachers	LEA-Wide		Provide summer training for middle school math teachers: $7,200 **Funding Source:** Title I PD **Note:** Pacing Guides and Benchmarks	Provide summer training for middle school math teachers: $7,200 **Funding Source:** Title I PD **Note:** Pacing Guides and Benchmarks	Provide summer training for middle school math teachers: $7,200 **Funding Source:** Title I PD **Note:** Pacing Guides and Benchmarks
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Common Core ELA Materials for Units of Study	LEA-Wide		Books for Units of Study: $ 200,000 **Funding Source:** Restricted Lottery, LCFF **Note:** Anchor and supplemental texts TK-5 ($160,000); 6-12 ($40,000)	Books for Units of Study: $ 200,000 **Funding Source:** Restricted Lottery, LCFF **Note:** Anchor and supplemental texts TK-5 ($160,000); 6-12 ($40,000)	Books for Units of Study: $ 200,000 **Funding Source:** Restricted Lottery, LCFF **Note:** Anchor and supplemental texts TK-5 ($160,000); 6-12 ($40,000)
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Review and Revise Units of Study	LEA-Wide		Pay teachers for coming in after school to revise Units of Study: $12,000 **Funding Source:** Title I PD **Note:** After Q1 and Q3	Pay teachers for coming in after school to revise Units of Study: $12,000 **Funding Source:** Title I PD **Note:** After Q1 and Q3	Pay teachers for coming in after school to revise Units of Study: $12,000 **Funding Source:** Title I PD **Note:** After Q1 and Q3

Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Unit of Study binders for all ELA teachers	LEA-Wide		Provide Unit of Study binders for all ELA teachers: $ 2,000 **Funding Source:** LCFF **Note:** Cost of materials	Provide Unit of Study binders for all ELA teachers: $ 2,000 **Funding Source:** LCFF **Note:** Cost of materials	Provide Unit of Study binders for all ELA teachers: $ 2,000 **Funding Source:** LCFF **Note:** Cost of materials
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Develop District Curriculum Council	LEA-Wide		Extra duty for 3 hrs. for each teacher to attend Curriculum Council: $ 20,000 **Funding Source:** Title I PD **Note:** one ELA and one Math with reps for TK-12 from each site, CCSS TOSAs, SPED, EL and SJTA	Extra duty for 3 hrs. for each teacher to attend Curriculum Council: $ 20,000 **Funding Source:** Title I PD **Note:** one ELA and one Math with reps for TK-12 from each site, CCSS TOSAs, SPED, EL and SJTA	Extra duty for 3 hrs. for each teacher to attend Curriculum Council: $ 20,000 **Funding Source:** Title I PD **Note:** one ELA and one Math with reps for TK-12 from each site, CCSS TOSAs, SPED, EL and SJTA
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide District-wide Writing Training (Thinking Maps)	LEA-Wide		Writing Training (Thinking Maps): $138,925 **Funding Source:** CCSS Implementation Funds **Notes:** Teacher sub release, all grades	Writing Training (Thinking Maps): $138,925 **Funding Source:** CCSS Implementation Funds **Notes:** Teacher sub release, all grades	Writing Training (Thinking Maps): $138,925 **Funding Source:** CCSS Implementation Funds **Notes:** Teacher sub release, all grades

Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Contract for Thinking Maps Writing Training	LEA-Wide		Contract for Thinking Maps Writing Training: $36,000 **Funding Source:** Title I PD	Contract for Thinking Maps Writing Training: $36,000 **Funding Source:** Title I PD	Contract for Thinking Maps Writing Training: $36,000 **Funding Source:** Title I PD
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Thinking Maps training for new teachers	LEA-Wide		Provide Thinking Maps training for new teachers: $ 3,800 **Funding Source:** Title I PD	Provide Thinking Maps training for new teachers: $ 3,800 **Funding Source:** Title I PD	Provide Thinking Maps training for new teachers: $ 3,800 **Funding Source:** Title I PD
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Continue writing training with Bernadette Lambert	LEA-Wide		Continue writing training with Bernadette Lambert: $ 25,000 **Funding Source:** Title I PD **Note:** Contract with Scholastic	Continue writing training with Bernadette Lambert: $ 25,000 **Funding Source:** Title I PD **Note:** Contract with Scholastic	Continue writing training with Bernadette Lambert: $ 25,000 **Funding Source:** Title I PD **Note:** Contract with Scholastic
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Professional Development for Science teachers	LEA-Wide		PD for Science Teachers: $ 15,000 **Funding Source:** Title I PD **Note:** Includes STEM Conference & NGSS	PD for Science Teachers: $ 15,000 **Funding Source:** Title I PD **Note:** Includes STEM Conference & NGSS	PD for Science Teachers: $ 15,000 **Funding Source:** Title I PD **Note:** Includes STEM Conference & NGSS

Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Develop District Science Committee	LEA-Wide		Science Committee: $4,000 **Funding Source:** Title I PD **Note:** Extra duty	Science Committee: $4,000 **Funding Source:** Title I PD **Note:** Extra duty	Science Committee: $4,000 **Funding Source:** Title I PD **Note:** Extra duty
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Elementary Science workbooks	LEA-Wide		Provide Elementary Science workbooks: $16,000 **Funding Source**: 6 3 0 0	Provide Elementary Science workbooks: $16,000 **Funding Source:** 6 3 0 0	Provide Elementary Science workbooks: $16,000 **Funding Source:** 6 3 0 0
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Pilot Imagine Learning for 1 Year	LEA-Wide		Imagine Learning contract for 1 year: $280,000 **Funding Source:** Restricted Lottery **Note:** Dependent on funding	Imagine Learning contract for 1 year: $280,000 **Funding Source:** Restricted Lottery **Note:** Dependent on funding	Imagine Learning contract for 1 year: $280,000 **Funding Source:** Restricted Lottery **Note:** Dependent on funding
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Read 180 rBook and Lbook	LEA-Wide		Read 180 Consumable rBook and Lbook: $56,000 **Funding Source:** LCFF	Read 180 Consumable rBook and Lbook: $56,000 **Funding Source:** LCFF	Read 180 Consumable rBook and Lbook: $56,000 **Funding Source:** LCFF

Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Read 180 Hosted Service	LEA-Wide		Read 180 Hosted Service: $ 36,000 **Funding Source:** LCFF	Read 180 Hosted Service: $ 36,000 **Funding Source:** LCFF	Read 180 Hosted Service: $ 36,000 **Funding Source:** LCFF
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Read 180 replacement equipment (headphone, microphone, CD players)	LEA-Wide		Provide Read 180 replacement equipment (headphone, microphone, CD players): $4,000 **Funding Source:** LCFF	Provide Read 180 replacement equipment (headphone, microphone, CD players): $4,000 **Funding Source:** LCFF	Provide Read 180 replacement equipment (headphone, microphone, CD players): $4,000 **Funding Source:** LCFF
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Read 180 Training for new teachers and admin	LEA-Wide		Provide Read 180 Training for new teachers and admin: $ 20,000 **Funding Source:** Title I PD	Provide Read 180 Training for new teachers and admin: $ 20,000 **Funding Source:** Title I PD	Provide Read 180 Training for new teachers and admin: $ 20,000 **Funding Source:** Title I PD
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Houghton Mifflin Reproducible Materials	LEA-Wide		HM Reproducible Materials: $ 55,000 **Funding Source:** 0 8 9 8 **Note:** All elementary sites	HM Reproducible Materials: $ 55,000 **Funding Source:** 0 8 9 8 **Note:** All elementary sites	HM Reproducible Materials: $ 55,000 **Funding Source:** 0 8 9 8 **Note:** All elementary sites

Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide Elementary History Social Science workbooks	LEA-Wide		Provide Elementary History Social Science workbooks: $ 16,000 **Funding Source:** 6 3 0 0	Provide Elementary History Social Science workbooks: $ 16,000 **Funding Source:** 6 3 0 0	Provide Elementary History Social Science workbooks: $ 16,000 **Funding Source:** 6 3 0 0
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	Provide training to align 15-16 Benchmarks with SBAC	LEA-Wide		Provide training to align 15-16 Benchmarks with SBAC: $15,000 **Funding Source:** Title II	Provide training to align 15-16 Benchmarks with SBAC: $15,000 **Funding Source:** Title II	Provide training to align 15-16 Benchmarks with SBAC: $15,000 **Funding Source:** Title II
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Provide 17 Site Education Technology Resource Teachers	LEA-Wide		Stipends: $36,000 **Funding Source:** LCFF **Note:** 1 at each Elementary, SJLA & MVHS; 2 at MVMS & NMMS; 4 at SJHS	Stipends: $36,000 **Funding Source:** LCFF **Note:** 1 at each Elementary, SJLA & MVHS; 2 at MVMS & NMMS; 4 at SJHS	Stipends: $36,000 **Funding Source:** LCFF **Note:** 1 at each Elementary, SJLA & MVHS; 2 at MVMS & NMMS; 4 at SJHS
Goal 3: Integrate and effectively utilize technology in the	Other pupil outcomes; Pupil engagement	Fund an additional Instructional Tech TOSA in 14-15 and 15-16	LEA-Wide		Instructional Tech TOSAs: $ 90,000 **Funding Source:** Title I PD, LCFF	Instructional Tech TOSAs: $ 180,000 **Funding Source:** Title I PD, LCFF	Instructional Tech TOSAs: $ 180,000 **Funding Source:** Title I PD, LCFF

classrooms to achieve educational standards							
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Add full time Network Administrator	LEA-Wide		Salary for Network Administrator: $80,000 **Funding Source:** LCFF	Salary for Network Administrator: $85,000 **Funding Source:** LCFF	Salary for Network Administrator: $90,000 **Funding Source:** LCFF
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Full time support to Data Management Coordinator	LEA-Wide		Salary: $65,000 **Funding Source:** LCFF	Salary: $65,000 **Funding Source:** LCFF	Salary: $65,000 **Funding Source:** LCFF
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Provide Devices for SJHS Freshman and new MVHS students for next school year	LEA-Wide		Cost to purchase devices: $ 350,000 **Funding Source:** CCSS Implementation Funds, LCFF **Note:** Year 1 and 2 focus on SJHS and MVHS in Year 3	Cost to purchase devices: $ 350,000 **Funding Source:** CCSS Implementation Funds, LCFF **Note:** Year 1 and 2 focus on SJHS and MVHS in Year 3	Cost to purchase devices: $ 350,000 **Funding Source:** CCSS Implementation Funds, LCFF **Note:** Year 1 and 2 focus on SJHS and MVHS in Year 3

Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Provide Haiku licenses for staff	LEA-Wide		Haiku costs: $8,000 **Funding Source:** LCFF **Note:** $2500 set up fee, $5000 licenses	Haiku costs: $8,000 **Funding Source:** LCFF **Note:** $2500 set up fee, $5000 licenses	Haiku costs: $8,000 **Funding Source:** LCFF **Note:** $2500 set up fee, $5000 licenses
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Provide New District Website (School Loop)	LEA-Wide		Cost of Website: $50,000 **Funding Source:** LCFF **Note:** Contract with website developer	Cost of Website: $50,000 **Funding Source:** LCFF **Note:** Contract with website developer	Cost of Website: $50,000 **Funding Source:** LCFF **Note:** Contract with website developer
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Training for Site Education Technology Resource Teachers (SETRTs)	LEA-Wide		Sub release for SETRT: $ 5,400 **Funding Source:** Title I PD **Note:** Subs	Sub release for SETRT: $ 5,400 **Funding Source:** Title I PD **Note:** Subs	Sub release for SETRT: $ 5,400 **Funding Source:** Title I PD **Note:** Subs

Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Mount projectors at school sites & D O	LEA-Wide		Cost to mount projectors: $ 100,000 **Funding Source:** Microsoft Settlement **Note:** $1500 per class	Cost to mount projectors: $ 100,000 **Funding Source:** Microsoft Settlement **Note:** $1500 per class	Cost to mount projectors: $ 100,000 **Funding Source:** Microsoft Settlement **Note:** $1500 per class
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Provide management console for existing Chromebooks	LEA-Wide		Cost of $30 per device: $ 30,000 **Funding Source:** LCFF	Cost of $30 per device: $ 0 **Funding Source:** LCFF	Cost of $30 per device: $ 0 **Funding Source:** LCFF
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards	Other pupil outcomes; Pupil engagement	Provide class sets of Chromebooks including carts and other needed equipment	LEA-Wide		Class sets of devices by site: $350,000 **Funding Source:** CCSS Implementation Funds; LCFF **Note:** Determined by Relevance Committee	Class sets of devices by site: $350,000 **Funding Source:** CCSS Implementation Funds; LCFF **Note:** Determined by Relevance Committee	Class sets of devices by site: $350,000 **Funding Source:** CCSS Implementation Funds; LCFF **Note:** Determined by Relevance Committee
Goal 3: Integrate and effectively utilize technology in the	Other pupil outcomes; Pupil engagement	Purchase Typing Program	LEA-Wide		Cost of Districtwide Typing Program: $15,000 **Funding Source:** LCFF	Cost of Districtwide Typing Program: $15,000 **Funding Source:** LCFF	Cost of Districtwide Typing Program: $15,000 **Funding Source:** LCFF

classrooms to achieve educational standards							
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards.	Other pupil outcomes; Pupil engagement	Provide Professional Development in Technology	LEA-Wide		Cost of PD including planning, contract, etc.: $ 25,000 **Funding Source:** Title I PD	Cost of PD including planning, contract, etc.: $ 25,000 **Funding Source:** Title I PD	Cost of PD including planning, contract, etc.: $ 25,000 **Funding Source:** Title I PD
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards.	Other pupil outcomes; Pupil engagement	Offer managed print services for all classrooms	LEA-Wide		Cost of managed print services: $75,000 **Funding Source:** LCFF	Cost of managed print services: $75,000 **Funding Source:** LCFF	Cost of managed print services: $75,000 **Funding Source:** LCFF
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards.	Other pupil outcomes; Pupil engagement	Provide Destiny Management System Software License	LEA-Wide		Destiny Management System Software License: $ 19,500 **Funding Source:** 0 8 9 8	Destiny Management System Software License: $ 19,500 **Funding Source:** 0 8 9 8	Destiny Management System Software License: $ 19,500 **Funding Source:** 0 8 9 8

Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards.	Other pupil outcomes; Pupil engagement	Provide Destiny Management System Textbook Bar Coding	LEA-Wide		Destiny Management System Textbook Bar Coding: $6,000 **Funding Source:** 0 8 9 8	Destiny Management System Textbook Bar Coding: $6,000 **Funding Source:** 0 8 9 8	Destiny Management System Textbook Bar Coding: $6,000 **Funding Source:** 0 8 9 8
Goal 3: Integrate and effectively utilize technology in the classrooms to achieve educational standards.	Other pupil outcomes; Pupil engagement	Provide Chromebook labs for online testing at SJHS	School-Wide		Cost of Chromebooks: $ 30,000 **Funding Source:** 0 8 9 8 **Note:** Three labs	Cost of Chromebooks: $ 30,000 **Funding Source:** 0 8 9 8 **Note:** Three labs	Cost of Chromebooks: $ 30,000 **Funding Source:** 0 8 9 8 **Note:** Three labs
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students.	Parent involvement; Pupil engagement; School climate	Fund Elementary Counselors at all sites	LEA-Wide		Salary for elementary counselors: $600,000 **Funding Source:** Counseling Grant (14-15), LCFF **Note** .5 FTE at each elementary	Salary for elementary counselors: $625,000 **Funding Source:** Counseling Grant (14-15), LCFF **Note:** .5 FTE at each elementary	Salary for elementary counselors: $650,000 **Funding Source:** Counseling Grant (14-15), LCFF **Note:** .5 FTE at each elementary

Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students.	Other pupil Parent involvement; Pupil engagement; School climate	Add a .5FTE counselor at S J L A	LEA-Wide		Salary for .5 SJLA counselor: $45,000 **Funding Source:** LCFF	Salary for .5 SJLA counselor: $45,000 **Funding Source:** LCFF	Salary for .5 SJLA counselor: $45,000 **Funding Source:** LCFF
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students.	Parent involvement; Pupil engagement; School climate	Fund District Crisis Counselor	LEA-Wide		Salary for District Crisis Counselor: $40,000 **Funding Source:** Title I **Note:** .5 FTE	Salary for District Crisis Counselor: $45,000 **Funding Source:** Title I **Note:** .5 FTE	Salary for District Crisis Counselor: $50,000 **Funding Source:** Title I **Note:** .5 FTE
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the	Parent involvement; Pupil engagement; School climate	Offer Attendance Awards & Incentives to students	LEA-Wide		Attendance Awards: $5,500 **Funding Source:** 0 8 9 8	Attendance Awards: $5,500 **Funding Source:** 0 8 9 8	Attendance Awards: $5,500 **Funding Source:** 0 8 9 8

community and all our students.							
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students.	Parent involvement; Pupil engagement; School climate	Provide transportation to Ramona Pageant and Soboba Pow Wow	LEA-Wide		Ramona Pageant and Pow Wow Transportation: $ 5,000 **Funding Source:** 0 8 9 8	Ramona Pageant and Pow Wow Transportation: $ 5,000 **Funding Source:** 0 8 9 8	Ramona Pageant and Pow Wow Transportation: $ 5,000 **Funding Source:** 0 8 9 8
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students	Parent involvement; Pupil engagement; School climate	Expand Music Program and partnerships	LEA-Wide		Expand Music Program and partnerships: $3,000 **Funding Source:** LCFF **Note:** Partner with Performing Arts Guild	Expand Music Program and partnerships: $3,000 **Funding Source:** LCFF **Note:** Partner with Performing Arts Guild	Expand Music Program and partnerships: $3,000 **Funding Source:** LCFF **Note:** Partner with Performing Arts Guild

Goal	Related State and/or Local Priorities	Actions/Services	Scope of Service		Year 1 Expenditure	Year 2 Expenditure	Year 3 Expenditure
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students	Parent involvement; Pupil engagement; School climate	Continue music teacher substitute	LEA-Wide		Continue music teacher substitute: $13,555 **Funding Source:** 0 8 9 8 **Note:** Mark Johnson	Continue music teacher substitute: $13,555 **Funding Source:** 0 8 9 8 **Note:** Mark Johnson	Continue music teacher substitute: $13,555 **Funding Source:** 0 8 9 8 **Note:** Mark Johnson
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students	Parent involvement; Pupil engagement; School climate	Provide music books for band	LEA-Wide		Provide music books for band: $15,000 **Funding Source:** 6 3 0 0	Provide music books for band: $15,000 **Funding Source:** 6 3 0 0	Provide music books for band: $15,000 **Funding Source:** 6 3 0 0
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the	Parent involvement; Pupil engagement; School climate	Provide additional field trip opportunities for students	LEA-Wide		Field trip costs: $30,000 **Funding Source:** LCFF **Note:** $3 per student allocated to sites	Field trip costs: $30,000 **Funding Source:** LCFF **Note:** $3 per student allocated to sites	Field trip costs: $30,000 **Funding Source:** LCFF **Note:** $3 per student allocated to sites

community and all our students							
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Hire highly qualified teachers to accommodate for District needs.	LEA-Wide		Hire teachers for growth and CRS requirements $ 750,000 **Funding Source:** LCFF **Note:** Year 1: estimated 9 teachers District-wide.	Hire teachers for growth and CRS requirements $ 800,000 **Funding Source:** LCFF **Note:** Year 2: estimated 9 teachers District-wide.	Hire teachers for growth and CRS requirements $ 850,000 **Funding Source:** LCFF **Note:** Year 3: estimated 9 teachers District-wide.
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Convert Secondary campus supervisors to campus security. Train all supervisors and security personnel in appropriate safety procedures. Hold trainings during the week, if possible.	LEA-Wide		Provide training to all campus safety personnel (supervisors and security): $10,000 **Funding Source:** LCFF **Note:** Guard Card and SB1626 required training.	Provide training to all campus safety personnel (supervisors and security): $8,000 **Funding Source:** LCFF **Note:** Guard Card and SB1626 required training.	Provide training to all campus safety personnel (supervisors and security): $5,000 **Funding Source:** LCFF **Note:** Guard Card and SB1626 required training.
Goal 5: Develop recruitment, induction,	Basic	Provide BTSA Stipends	LEA-Wide		BTSA Stipends: $7,000 **Funding Source:** 0 8 9 8 **Note:**	BTSA Stipends: $7,000 **Funding Source:** 0 8 9 8 **Note:**	BTSA Stipends: $7,000 **Funding Source:** 0 8 9 8 **Note:**

and retention plans to ensure our students have access to highly qualified teachers and staff.					12 BTSA Support Providers and 2 Buddy Teachers (funded mostly by RCOE)	12 BTSA Support Providers and 2 Buddy Teachers	12 BTSA Support Providers and 2 Buddy Teachers
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Provide BTSA Subs for training	LEA-Wide		BTSA Subs: $8,000 **Funding Source:** 0 8 9 8 **Note:** 12 subs for 4 days	BTSA Subs: $8,000 **Funding Source:** 0 8 9 8 **Note:** 12 subs for 4 days	BTSA Subs: $8,000 **Funding Source:** 0 8 9 8 **Note:** 12 subs for 4 days
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Provide Peer Assistance and Review Stipends	LEA-Wide		PAR Stipends: $10,000 **Funding Source:** 0 8 9 8 **Note:** 1 Referred Participating Teacher and 4 panel members	PAR Stipends: $10,000 **Funding Source:** 0 8 9 8 **Note:** 1 Referred Participating Teacher and 4 panel members	PAR Stipends: $10,000 **Funding Source:** 0 8 9 8 **Note:** 1 Referred Participating Teacher and 4 panel members

Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Provide PAR Subs for CTs and RPTs	LEA-Wide		PAR Subs for CTs and RPTs: $1,000 **Funding Source:** 0 8 9 8 **Note:** Up to 6 days for CTs and RPTs	PAR Subs for CTs and RPTs: $1,000 **Funding Source:** 0 8 9 8 **Note:** Up to 6 days for CTs and RPTs	PAR Subs for CTs and RPTs: $1,000 **Funding Source:** 0 8 9 8 **Note:** Up to 6 days for CTs and RPTs
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Hire additional music teacher to accommodate growth at elementary sites	LEA-Wide		Salary for music teacher: $ 75,000 **Funding Source:** LCFF	Salary for music teacher: $ 80,000 **Funding Source:** LCFF	Salary for music teacher: $ 85,000 **Funding Source:** LCFF
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly	Basic	Provide Breakthrough Coach training	LEA-Wide		Classified hourly: $4,500 **Funding Source:** 0 8 9 8 **Note:** Classified hourly for July training	Classified hourly: $4,500 **Funding Source:** 0 8 9 8 **Note:** Classified hourly for July training	Classified hourly: $4,500 **Funding Source:** 0 8 9 8 **Note:** Classified hourly for July training

qualified teachers and staff.							
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Support UCLA Summer Institute for Principals	LEA-Wide		Support UCLA Summer Institute for Principals: $ 10,000 **Funding Source:** Title II **Note:** Weeklong training	Support UCLA Summer Institute for Principals: $ 10,000 **Funding Source:** Title II **Note:** Weeklong training	Support UCLA Summer Institute for Principals: $ 10,000 **Funding Source:** Title II **Note:** Weeklong training
Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Training and support for school counselors	LEA-Wide		Training and support for school counselors: $13,700 **Funding Source:** Title II **Note:** Includes extra days	Training and support for school counselors: $13,700 **Funding Source:** Title II **Note:** Includes extra days	Training and support for school counselors: $13,700 **Funding Source:** Title II **Note:** Includes extra days

Goal 5: Develop recruitment, induction, and retention plans to ensure our students have access to highly qualified teachers and staff.	Basic	Provide buddy support to intern teachers	LEA-Wide		Provide buddy support to intern teachers $1,500 **Funding Source:** Title II	Provide buddy support to intern teachers $1,500 **Funding Source:** Title II	Provide buddy support to intern teachers $1,500 **Funding Source:** Title II
Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Provide Home to School Transportation to students residing outside of walking boundaries	LEA-Wide		Home to School Transportation: $636,047 **Funding Source:** LCFF **Note:** Service provision is mandatory when students reside outside of walking boundary to resident school	Home to School Transportation: $636,047 **Funding Source:** LCFF **Note:** Service provision is mandatory when students reside outside of walking boundary to resident school	Home to School Transportation: $636,047 **Funding Source:** LCFF **Note:** Service provision is mandatory when students reside outside of walking boundary to resident school
Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Consult to ensure alignment with wellness policies, USDA standards and student feedback inputs	LEA-Wide		Consultant/Nutritionist: $ 25,000 **Funding Source:** Cafeteria fund **Note:** Consultant will audit District program and provide alignment with nutritional standards and regulations	Consultant/Nutritionist: $0 **Funding Source:** Cafeteria fund **Note:** Consultant will audit District program and provide alignment with nutritional standards and regulations	Consultant/Nutritionist: $0 **Funding Source:** Cafeteria fund **Note:** Consultant will audit District program and provide alignment with nutritional standards and regulations

Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Implement Raptor System (Guest Access and Tracking)	LEA-Wide		Raptor Guest Access and Tracking: $25,000 **Funding Source:** Safety Credits **Note:** Guest access and tracking system	Raptor Guest Access and Tracking: $5,000 **Funding Source:** Safety Credits **Note:** Guest access and tracking system	Raptor Guest Access and Tracking: $5,000 **Funding Source:** Safety Credits **Note:** Guest access and tracking system
Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Provide Campus Security, Supervisor, and Crossing Guard Training	LEA-Wide		Security, Supervisor, and Crossing Guard Training: $ 12,000 **Funding Source:** LCFF **Note:** Training to ensure all safety personnel are current in training. Cost covers training and materials needed annually.	Security, Supervisor, and Crossing Guard Training: $ 12,000 **Funding Source:** LCFF **Note:** Training to ensure all safety personnel are current in training. Cost covers training and materials needed annually.	Security, Supervisor, and Crossing Guard Training: $ 12,000 **Funding Source:** LCFF **Note:** Training to ensure all safety personnel are current in training. Cost covers training and materials needed annually.
Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Expand campus security at elementary sites	LEA-Wide		Expand campus security at elementary sites: $50,000 **Funding Source:** LCFF	Expand campus security at elementary sites: $50,000 **Funding Source:** LCFF	Expand campus security at elementary sites: $50,000 **Funding Source:** LCFF

Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Provide extra duty support in Educational Services	LEA-Wide		Extra duty support in Educational Services: $ 7,500 **Funding Source:** 0 8 9 8	Extra duty support in Educational Services: $ 7,500 **Funding Source:** 0 8 9 8	Extra duty support in Educational Services: $ 7,500 **Funding Source:** 0 8 9 8
Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Provide additional Physical Education and recess equipment at all sites	LEA-Wide		PE and recess equipment: $ 30,000 **Funding Source:** LCFF **Note:** $3 per student allocated to sites	PE and recess equipment: $ 30,000 **Funding Source:** LCFF **Note:** $3 per student allocated to sites	PE and recess equipment: $ 30,000 **Funding Source:** LCFF **Note:** $3 per student allocated to sites
Goal 7: Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Basic	Provide funding to maintain District facilities as part of the 5-year deferred maintenance plan	LEA-Wide		Various: $583,896 **Funding Source:** LCFF **Note:** Funding transferred into fund 14-DM Fund; will provide continuous appropriation for basic services such as landscaping, hardscaping, roofing, HVAC, plumbing and infrastructure needs district-wide.	Various: $613,090 **Funding Source:** LCFF **Note:** Funding transferred into fund 14-DM Fund; will provide continuous appropriation for basic services such as landscaping, hardscaping, roofing, HVAC, plumbing and infrastructure needs district-wide.	Various: $643,745 **Funding Source:** LCFF **Note:** Funding transferred into fund 14-DM Fund; will provide continuous appropriation for basic services such as landscaping, hardscaping, roofing, HVAC, plumbing and infrastructure needs district-wide.

Goal 7: Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Basic	Conduct planning and development of District wide facilities master plan to project ongoing needs of the District	LEA-Wide		**Facilities Master Plan:** $ 98,000 **Funding Source:** Redevelopment Funds **Note:** Planning and consultation with architect/engineer and demographer to assist in master planning over a ten year period.	**Facilities Master Plan:** $ 0 **Funding Source:** Redevelopment Funds **Note:** Planning and consultation with architect/engineer and demographer to assist in master planning over a ten year period.	**Facilities Master Plan:** $ 0 **Funding Source:** Redevelopment Funds **Note:** Planning and consultation with architect/engineer and demographer to assist in master planning over a ten year period.
Goal 7: Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Basic	Ongoing routine maintenance of District facilities, buildings and grounds	LEA-Wide		Various: $1,947,029 **Funding Source:** LCFF **Note:** Basic services to provide highest state of readiness for all District facilities	Various: $2,044,381 **Funding Source:** LCFF **Note:** Basic services to provide highest state of readiness for all District facilities	Various: $2,146,599 **Funding Source:** LCFF **Note:** Basic services to provide highest state of readiness for all District facilities
Goal 7: Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Basic	Maintain and support District network and infrastructure for basic information services within all buildings and facilities	LEA-Wide		Various: $150,000 **Funding Source:** LCFF **Note:** Expenditures for deferred maintenance to include servers, internet connectivity, infrastructure backbone, WAN/LAN and wireless equipment and gear	Various: $150,000 **Funding Source:** LCFF **Note:** Expenditures for deferred maintenance to include servers, internet connectivity, infrastructure backbone, WAN/LAN and wireless equipment and gear	Various: $150,000 **Funding Source:** LCFF **Note:** Expenditures for deferred maintenance to include servers, internet connectivity, infrastructure backbone, WAN/LAN and wireless equipment and gear

Goal 7: Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Basic	Modernization of Park Hill and DeAnza Elementary Schools	Targeted		Construction and modernization projects at PHE and DEA: $0 **Funding Source:** General Obligation Bonds/State School Facilities Program Funds **Note:** Includes hard and soft construction costs for elementary schools	Construction and modernization projects at PHE and DEA: $7,000,000 **Funding Source:** General Obligation Bonds/State School Facilities Program Funds **Note:** Includes hard and soft construction costs for elementary schools	Construction and modernization projects at PHE and DEA: $7,000,000 **Funding Source:** General Obligation Bonds/State School Facilities Program Funds **Note:** Includes hard and soft construction costs for elementary schools
Goal 7: Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Basic	Construction of New Middle School #4	Targeted		Construction of New Middle School #4: $300,000 **Funding Source:** General Obligation Bonds/State School Building Program Funds **Note:** Hard and soft construction costs for New Middle School #4 will not proceed without state matching funds.	Construction of New Middle School #4: $300,000 **Funding Source:** General Obligation Bonds/State School Building Program Funds **Note:** Hard and soft construction costs for New Middle School #4 will not proceed without state matching funds.	Construction of New Middle School #4: $40,000,000 **Funding Source:** General Obligation Bonds/State School Building Program Funds **Note:** Hard and soft construction costs for New Middle School #4 will not proceed without state matching funds.
Goal 7: Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.	Basic	Building upgrades to include provision of enhanced fencing, gates, entry and exit points, surveillance and monitoring of school campuses	LEA-Wide		Various: $250,000 **Funding Source:** General Obligation Bonds **Note:** Facilities enhancements to concentrate efforts on safety and security priorities	Various: $250,000 **Funding Source:** General Obligation Bonds **Note:** Facilities enhancements to concentrate efforts on safety and security priorities	Various: $250,000 **Funding Source:** General Obligation Bonds **Note:** Facilities enhancements to concentrate efforts on safety and security priorities

Goal 8: Implement a comprehensive communications plan that focuses on student family and community engagement and partnerships, reflects innovation, accessibility and connectivity, and cultivates a culture of excellence in a caring and safe student-centered environment.	Parent Involvement; School climate Communicating Excellence	Offset cost of fingerprinting services for parent volunteers who complete district-assigned parent workshops	LEA-Wide		Fingerprinting Costs: $ 25,000 **Funding Source:** LCFF **Note:** Yr. 1- Subsidize 25% of fingerprinting for qualified volunteers	Fingerprinting Costs: $ 40,000 **Funding Source:** LCFF **Note:** Yr. 2- Subsidize 25% of fingerprinting for qualified volunteers	Fingerprinting Costs: $ 75,000 **Funding Source:** LCFF **Note:** Yr. 3- Subsidize 25% of fingerprinting for qualified volunteers
Goal 8: Implement a comprehensive communications plan that focuses on student family and community engagement and	Parent Involvement; School climate Communicat-ing Excellence	Implement Into the Future Conference (keynote speaker, food, transportation)	LEA-Wide		Into the Future Conference (keynote speaker, food, transportation): $5,000 **Funding Source:** Title I	Into the Future Conference (keynote speaker, food, transportation): $5,000 **Funding Source:** Title I	Into the Future Conference (keynote speaker, food, transportation): $5,000 **Funding Source:** Title I

partnerships, reflects innovation, accessibility and connectivity, and cultivates a culture of excellence in a caring and safe student-centered environment.							
Goal 8: Implement a comprehensive communications plan that focuses on student family and community engagement and partnerships, reflects innovation, accessibility and connectivity, and cultivates a culture of excellence in	Parent Involvement; School climate Communicating Excellence	Continue District Advisory Committee	LEA-Wide		District Advisory Council: $ 2,500 **Funding Source:** Title I	District Advisory Council: $ 2,500 **Funding Source:** Title I	District Advisory Council: $ 2,500 **Funding Source:** Title I

a caring and safe student-centered environment.							
Goal 8: Implement a comprehensive communications plan that focuses on student family and community engagement and partnerships, reflects innovation, accessibility and connectivity, and cultivates a culture of excellence in a caring and safe student-centered environment.	Parent Involvement; School climate Communicating Excellence	Hire Family & Community Engagement Coordinator	LEA-Wide		Family & Community Engagement Coordinator: $ 80,000 **Funding Source:** L C A P	Family & Community Engagement Coordinator: $ 84,000 **Funding Source:** L C A P	Family & Community Engagement Coordinator: $ 88,200 **Funding Source:** L C A P

Goal 8: Implement a comprehensive communications plan that focuses on student family and community engagement and partnerships, reflects innovation, accessibility and connectivity, and cultivates a culture of excellence in a caring and safe student-centered environment.	Parent Involvement; School climate Communicating Excellence	Implement an SJUSD App for mobile devices, expand use of Twitter, and utilize Instagram	LEA-Wide		Purchase Apps for ELL: $3,000 **Funding Source:** 4203	Purchase Apps for ELL: $3,000 **Funding Source:** 4203	Purchase Apps for ELL: $3,000 **Funding Source:** 4203
Goal 8: Implement a comprehensive communications plan that focuses on student family and community engagement	Parent Involvement; School climate Communicating Excellence	Partner with "Signs of Community" to create visibility and efficiency for message delivery of events, alerts, and services using LED	LEA-Wide		Placement of LED Signs on school property: $10,000 **Funding Source:** Redevelopment	Placement of LED Signs on school property: $10,000 **Funding Source:** Redevelopment	Placement of LED Signs on school property: $10,000 **Funding Source:** Redevelopment

and partnerships, reflects innovation, accessibility and connectivity, and cultivates a culture of excellence in a caring and safe student-centered environment.		Technology sponsored by local businesses					
Goal 8: Implement a comprehensive communications plan that focuses on student family and community engagement and partnerships, reflects innovation, accessibility and connectivity, and cultivates a culture of excellence in a caring and	Parent Involvement; School climate Communicating Excellence	Hire consultant to coordinate strategic planning team and align Strategic Plan with LCAP, Common Core and SJUSD's vision of "all students college & career ready"; and support public information strategies, provide technical assistance with communications outreach and develop	LEA-Wide		Strategic Plan Consultant/Communications Specialist: $0 **Funding Source:** LCFF	Strategic Plan Consultant/Communications Specialist: $15,000 **Funding Source:** LCFF	Strategic Plan Consultant/Communications Specialist: $15,000 **Funding Source:** LCFF

safe student-centered environment.		communications outreach materials					

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238 .01 and pupils re-designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils re-designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 2: 2014-15	**Year 2: 2015-16**	**Year 2: 2015-16**
Goal 1: All students will graduate ready for success in	Course access: Pupil achievement	English learners: Implement Dual Immersion Program	LEA-Wide		Dual Immersion: $ 60,000 **Funding Source:** 4 2 0 3	Dual Immersion: $ 60,000 **Funding Source:** 4 2 0 3	Dual Immersion: $ 60,000 **Funding Source**: 4 2 0 3

college and career.							
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Provide ELD Training T K - 1 2	LEA-Wide		ELD Training: $8,000 **Funding Source:** 4 2 0 3 **Note:** Includes new Common Core aligned ELD standards	ELD Training: $8,000 **Funding Source:** 4 2 0 3 **Note:** Includes new Common Core aligned ELD standards	ELD Training: $8,000 **Funding Source:** 4 2 0 3 **Note:** Includes new Common Core aligned ELD standards
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Continue AVID Excel Contract	LEA-Wide		AVID Excel Contract: $ 15,000 **Funding Source:** 4 2 0 3	AVID Excel Contract: $ 15,000 **Funding Source:** 4 2 0 3	AVID Excel Contract: $ 15,000 **Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	Provide AVID Excel Teacher subs for Training	LEA-Wide		AVID Excel Teacher subs for Training: $ 2,400 **Funding Source:** 4 2 0 3	AVID Excel Teacher subs for Training: $ 2,400 **Funding Source:** 4 2 0 3	AVID Excel Teacher subs for Training: $ 2,400 **Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Provide AVID Excel Summer Bridge Program	LEA-Wide		AVID Summer Bridge: $ 17,500 **Funding Source:** 4 2 0 3	AVID Summer Bridge: $ 17,500 **Funding Source:** 4 2 0 3	AVID Summer Bridge: $ 17,500 **Funding Source:** 4 2 0 3
Goal 1: All students will	Course access: Pupil	English learners:	LEA-Wide		AVID Excel Summer Training: $1,400	AVID Excel Summer Training: $1,400	AVID Excel Summer Training: $1,400

graduate ready for success in college and career.	achievement	Provide AVID Excel Summer Training			**Funding Source:** 4 2 0 3	**Funding Source:** 4 2 0 3	**Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Fund an AVID Excel college trip	LEA-Wide		AVID Excel college trip: $2,000 **Funding Source:** 4 2 0 3	AVID Excel college trip: $2,000 **Funding Source:** 4 2 0 3	AVID Excel college trip: $2,000 **Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Participate in RCOE BEST Awards	LEA-Wide		Best Awards: $800 **Funding Source:** 4 2 0 3	Best Awards: $800 **Funding Source:** 4 2 0 3	Best Awards: $800 **Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Research and fund Language Learning Resource	LEA-Wide		Language Learning Resource: $6,000 **Funding Source:** 4 2 0 3 **Note:** Target newcomers	Language Learning Resource: $6,000 **Funding Source:** 4 2 0 3 **Note:** Target newcomers	Language Learning Resource: $6,000 **Funding Source:** 4 2 0 3 **Note:** Target newcomers
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Provide ELD Education Technology Training	LEA-Wide		ELD Ed Tech Training: $ 7,200 **Funding Source:** 4 2 0 3 **Note:** iPad training	ELD Ed Tech Training: $ 7,200 **Funding Source:** 4 2 0 3 **Note:** iPad training	ELD Ed Tech Training: $ 7,200 **Funding Source:** 4 2 0 3 **Note:** iPad training
Goal 1: All students will	Course access: Pupil	English learners: Purchase EL	LEA-Wide		EL Technology: $7,600	EL Technology: $7,600	EL Technology: $7,600

graduate ready for success in college and career.	achievement	Technology			**Funding Source:** 4 2 0 3	**Funding Source:** 4 2 0 3	**Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Provide learning apps for English Learners	LEA-Wide		Learning Apps: $ 3,000 **Funding Source:** 4 2 0 3	Learning Apps: $ 3,000 **Funding Source:** 4 2 0 3	Learning Apps: $ 3,000 **Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Develop a Title III Committee	LEA-Wide		Title III Committee: $ 5,000 **Funding Source:** 4 2 0 3	Title III Committee: $ 5,000 **Funding Source:** 4 2 0 3	Title III Committee: $ 5,000 **Funding Source:** 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners: Provide training to secondary teachers in EL strategies	LEA-Wide		Secondary EL Training: $5,000 Funding Source: 4 2 0 3	Secondary EL Training: $5,000 Funding Source: 4 2 0 3	Secondary EL Training: $5,000 Funding Source: 4 2 0 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners; Re-designated English proficient pupils: Provide Parent Workshops	LEA-Wide		EL Parent Workshops: $ 3,000 Funding Source: 4 2 0 3	EL Parent Workshops: $ 3,000 Funding Source: 4 2 0 3	EL Parent Workshops: $ 3,000 Funding Source: 4 2 0 3

Goal	Related State and/or Local Priorities	Actions/Services	Scope of Service		LCAP Year 1	LCAP Year 2	LCAP Year 3
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners; Re-designated fluent English proficient pupils: Provide Interpreter and Translation services	LEA-Wide		Provide Interpreter/Translation services: $2,000 **Funding Source:** 0 8 9 8	Provide Interpreter/Translation services: $2,000 **Funding Source:** 0 8 9 8	Provide Interpreter/Translation services: $2,000 **Funding Source:** 0 8 9 8
Goal 1: All students will graduate ready for success in college and career.	Course access: Pupil achievement	English learners; Re-designated fluent English proficient pupils: Continue DELAC Committee	LEA-Wide		$2,000 **Funding Source:** 4 2 0 3	$2,000 **Funding Source:** 4 2 0 3	$2,000 **Funding Source:** 4 2 0 3
Goal 1: Al students will graduate ready for success in college and career.	Course access: Pupil achievement	Low income pupils: Expand Read 180 support (2 class sets)	LEA-Wide		Expand Read 180 support (2 class sets): $ 90,000 Funding Source: LCFF Note: Full sets for DeAnza and Park Hill Elementary Schools. Additional materials for MVMS.	Expand Read 180 support (2 class sets): $ 0 Funding Source: LCFF Note: Full sets for DeAnza and Park Hill Elementary Schools. Additional materials for MVMS.	Expand Read 180 support (2 class sets): $ 0 Funding Source: LCFF Note: Full sets for DeAnza and Park Hill Elementary Schools. Additional materials for MVMS.

Goal 1: Al students will graduate ready for success in college and career.	Course access: Pupil achievement	Low income pupils: Foster youth: Support for Foster Youth	LEA-Wide		Needs of foster youth: $ 10,000 **Funding Source:** LCFF Note: Clothes, school supplies, cap & gown, sports, etc.	Needs of foster youth: $ 10,000 **Funding Source:** LCFF Note: Clothes, school supplies, cap & gown, sports, etc.	Needs of foster youth: $ 10,000 **Funding Source:** LCFF Note: Clothes, school supplies, cap & gown, sports, etc.
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	English learners: Upgrade to Read 180 Next Generation which is aligned to CCSS	LEA-Wide		Purchase new Read 180 materials: $0 **Funding Source:** Title III, LCFF	Purchase new Read 180 materials: $500,000 **Funding Source:** Title III, LCFF	Purchase new Read 180 materials: $50,000 **Funding Source:** Title III, LCFF
Goal 2: Implement a rigorous curriculum that ensures mastery of state standards.	Implementation of State Standards	English learners: Training in CCSS aligned ELD standards (Site & District Leadership including SELRTs)	LEA-Wide		Training in CCSS aligned ELD standards: $15,000 **Funding Source:** Title III, LCFF Note: Site & District Leadership including SELRTs in Year 1	Training in CCSS aligned ELD standards: $50,000 **Funding Source:** Title III, LCFF Note: All teachers and classified staff working with ELs in Year 2	Training in CCSS aligned ELD standards: $15,000 **Funding Source:** Title III, LCFF Note: All teachers and classified staff working with ELs who have yet to be trained in Year 3
Goal 4: Implement	Parent Involvement:	Foster youth: Full time	LEA-Wide		Salary for Foster Youth	Salary for Foster Youth	Salary for Foster Youth

programs and activities that create positive relationships among staff, parents, the community and all our students.	Pupil engagement, School climate	classified staff to support foster youth			Liaison: $50,000 Funding Source: LCFF	Liaison: $55,000 Funding Source: LCFF	Liaison: $60,000 Funding Source: LCFF
Goal 4: Implement programs and activities that create positive relationships among staff, parents, the community and all our students.	Parent Involvement: Pupil engagement, School climate	Low income pupils; Foster youth; English learners; Re-designated fluent English proficient pupils: Provide parent trainings	LEA-Wide		Provide parent trainings: $10,000 **Funding Source:** Title I PD	Provide parent trainings: $10,000 **Funding Source:** Title I PD	Provide parent trainings: $10,000 **Funding Source:** Title I PD
Goal 5: Develop recruitment, induction, and retention plans to ensure our Students have access to highly qualified teachers and	Basic	English learners: Recruit experienced Dual Immersion teachers	LEA-Wide		Hiring Incentive and stipend: $15,000 **Funding Source:** 0 8 9 8 **Note:** Hiring Incentive and stipend	Hiring Incentive and stipend: $15,000 **Funding Source:** 0 8 9 8 **Note:** Hiring Incentive and stipend	Hiring Incentive and stipend: $15,000 **Funding Source:** 0 8 9 8 **Note:** Hiring Incentive and stipend

staff.							
Goal 6: Maximize available resources to provide high quality programs, services and facilities.	Basic	Low income pupils; Foster youth; English learners: Implement PBIS districtwide	LEA-Wide		Implement PBIS districtwide: $25,000 **Funding Source:** LCFF	Implement PBIS districtwide: $25,000 **Funding Source:** LCFF	Implement PBIS districtwide: $25,000 **Funding Source:** LCFF

C. Describe the LEA's increase in 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, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

For 2014-15, the district is budgeting $7,136,281 in Supplemental and Concentrated funds, representing 10.7% of the total LCFF entitlement. Our district-wide unduplicated pupil count is calculated at 80%. Each school is projected to have an unduplicated student count in excess of 55%. As a result, all of the expenditures are budgeted on a districtwide our school wide basis according to sections 3A and 3B.

Budgeted expenditures include:

1. Adding a cadre of Common Core Coaches to support high-quality instruction in the classroom;

2. Professional development focused on teaching the Common Core State Standards through writing;

3. Additional teachers to lower class sizes;

4. Additional counseling support to address student needs and improve course access;

5. Adding a Family and Community Engagement Coordinator to target and increase parent and community involvement

6. Adding full time Library Media Technicians at school sites to support district-wide implementation of Accelerated Reader and improve reading district-wide

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and D. 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). 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). 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.

For 2014-15, the district proportionality percentage is calculated at 12.11%. Increased or improved services include:

1) Professional development in teaching strategies targeted to increased outcomes for English Learners, including the use of technology;

2) Professional development in the new Common Core aligned ELD standards;

3) Implementing a dual-immersion program;

4) Lowering class sizes to enable teachers to better serve targeted youth particularly at the elementary school level;

5) Providing increased support to foster youth through a foster youth liaison;

6) Parent outreach to engage parents of low income students, English Learner students, re-designated students and foster youth students;

7) Implementation of Positive Behavior Intervention and Support (PBIS) strategies to engage students;

NOTE: Authority cited: Sections 42238 . 07 and 5 2 0 6 4, Education Code. Reference: Sections 2 5 7 4, 2 5 7 5, 42238 . 01, 42238 . 02, 42238 . 03, 42238 . 07, 4 7 6 0 5, 47605 . 5, 47606 . 5, 4 8 9 2 6, 5 2 0 5 2, 52060 - 52077, and 6 4 0 0 1, Education Code; 20 U.S.C. Section 6312.