

Introduction:

LEA: Patterson Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Veronica Miranda, Assistant Superintendent, 209 895-7783, vmiranda@patterson.k12.ca.us **LCAP Year:** 2016 - 2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Month JULY</p> <p>Description and Details New positions on the LCAP have been evaluated and impact has been discussed on programs. Strategic plan for 2015 - 2020 was shared with administrators. Strategic plan was developed in June 2015.</p>	<p>LCAP goals were used to finalize the Patterson Unified Strategic Plan</p>

Dates
July 1 - 31, 2016

Summary of Activity:

Additional counselor has provided more student to student contact at the high school.
Additional music teacher has provided all 3rd grade students in the district to receive classroom music.
We now have a team of 3 security officer for our district and all of our students report feeling safe in their schools when speaking to focus groups.
Our community navigator continues to meet with community members and direct them to resources that the district and community provides. She provides ESL classes as well.
Curriculum coordinators continue to support our staff throughout the year in the area of professional development.

Attendees:
Cabinet
District and site administration

Month- AUGUST

Description and Details-
Management Team reviewed LCAP goals and alignment to strategic plan
Reviewed LCAP goals and discussed how they would apply to School Plan for Student Achievement (SPSA)

Dates
August 3, 2015
August 25, 2015

Summary of Activity:

Management team became familiar with LCAP goals in order to align their work.

Needs were gathered from the taskforce. They revolved around providing

No impact to report

support for parents, identifying services that already exist and working together as a community to service the needs of our families. No change since it was already addressed.

Principals provided direction and awareness on how the LCAP will drive their school programs.

The LCAP was also aligned to the newly developed strategic plan.

Participants

Cabinet, administrators and classified Managers

Cabinet and site principals

Month

SEPT.

Description and Details

NEU Taskforce (teachers, parents, community members, business partners, Revisited actions and goals with principals in relation to School Plan for Student Achievement (SPSA)
Administered Student Survey to all 6 - 12 students

Dates

Sept. 3, 2015

Sept. 8 - 11, 2015

Sept. 14, 2015

Sept. 29, 2015

Summary of Activity:

The team reviewed the progress of the strategic plan as well as the LCAP goals.

Reviewed the progress on the LCAP as it pertains to sites.

Aligned the Total Quality Review to include both the Strategic Goals as well as the LCAP Goals

Alignment of Total Quality Review visits to LCAP goals

Creekside reviewed LCAP goals with their stakeholders

Survey was administered to 2,356 students 6 - 12. Over 85% expressed feeling safe at our schools. The students also gave feedback about how they learn best.

Participants

Cabinet, Site Administrators, board representative and school staff
Cabinet and principals
Students

Month
NOV.

No changes to actions

Description and Details

Reviewed progress made on LCAP and alignment to SPSA's

Dates

Nov. 5, 2015
Nov. 24, 2015

Summary of Activity:

The team reviewed the progress of the strategic plan as well as the LCAP goals. NEU task force spoke how are providing support for our students in regard to college and careers

Reviewed the progress on the LCAP as it pertains to sites. No changes to actions.

Participants

Cabinet, Site Administrators, board representative and school staff
Ed. Services

Cabinet and principals

Month

DEC.

Description and Details

LCAP Taskforce meeting

Dates

Dec. 1, 2015

Dec. 10, 2015

Summary of Activity:

The team reviewed the progress of LCAP goals. We have completed 46% of the actions for Year 2 at this time. Task Force asked that I identify how the sites were doing individually

Participants

Parents, Community Members, Students Site Administrators, board representative and school staff

DAC - District Advisory Committee - Representatives from each school site who sit on the School Site Council

Month

JANUARY

Description and Details

All SSC councils met and share the Progress on LCAP

Patterson High held their Total Quality Review

Administrative Council

Dates

Jan. 15, 2016

Jan. 26, 2016

LCAP taskforce asked for action report on progress of individual sites on LCAP progress
DAC was pleased with progress - no action taken or recommendation given

The need for training for paraprofessionals was discussed as well as additional financial aid information for parents was requested

Jan. 28, 2016

Summary of Activity:

Each school site reviewed their progress on the LCAP and was able to see the progress of the district as a whole.

TQR visit consists of report, facility walk through, classroom visits and focus group conversations on how the site is progressing on the LCAP and strategic goals.

Reviewed the LCAP progress or lack of there of as it pertains to each site.

Attendees

SSC members

Parents, Community Members, Students Site Administrators, board representative and school staff

Principals and cabinet

Month

FEB.

Description and Details

United Patterson Meeting

LCAP Taskforce met to review progress on LCAP goals

Total Quality Review revisit for Las Palmas

Dates

Feb. 4, 2016

Feb. 17, 2016

Feb. 18, 2016

Summary of Activity:

United Patterson met and reviewed the number of partners we have in the network. We are on the rise with 10 additional agency partners.

Provided an update to the LCAP taskforce on the progress made. 58% of action

Technology training for all was requested in TQR visit as well as paraprofessional training.

have been completed on the LCAP Year 2 plan.

TQR visit consists of report, facility walk through, classroom visits and focus group conversations on how the site is progressing on the LCAP and strategic goals. Among the recommendations were technology embedded lessons and professional development for paraprofessionals.

Participants:

Parents, teachers, administrators and board members
Cabinet, Site Administrators, board representative and school staff

Month
MARCH

Description and Details

Meetings held with School Site Councils (SSC), English Language Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

Total Quality Review revisit for Walnut Grove

Dates

March 1 - 31, 2016
March 3, 2016
March 17, 2016

Summary of Activity:

LCAP progress shared with all SSC's. ELAC's and DELAC's. Good progress being made. Suggestions submitting in writing to Ed Services department. Changes included revising the actions so they are measurable.

TQR visit consists of report, facility walk through, classroom visits and focus group conversations on how the site is progressing on the LCAP and strategic

Suggestions made was to provide additional trainings for English Learner parents, clean up the language in LCAP so that actions are clear and measurable.

No additional suggestions given by the DAC (District Advisory Committee)

goals. Among the recommendations were technology workshops for all and support for paraprofessionals

Discussed initiative and ways the community can network to support students.

Participants:

Administrators and Parents

Parents, teachers, administrators and board members

DAC - District Advisory Committee

DELAC - District English Learner Advisory Committee

Month

APRIL

Description and Details

United Patterson Parent Focus Group meeting held to ask for input

LCAP Taskforce Meeting

LCAP survey given to all sites. It was posted on facebook and website as well as available for Open House and given DELAC

Update to School Board

Dates

April 7, 2016

April 11 - 29, 2016

April 18, 2016

April 19, 2016

Summary of Activity:

Focus group emphasized Career and College Focus. We discussed how we are supporting community with new GED, Citizenship and ESL classes.

School Sites reported on their college and career focus.

LCAP taskforce met. Progress reviewed/ 75% of actions have been completed.

Feedback included creating focused actions so that they can be measured.

Feedback is reflected in action revisions

20 surveys were returned. Among feedback given was to provide STEAM (Science, Technology, Engineering, Mathematics and Science) support for students

Presented LCAP progress to school Board

Participants:

Community members, students, staff members

Community, board members, staff members, parents and administrators

Month

MAY

Description and Details

TQR for Northmead

United Patterson Monthly Taskforce Meeting

DELAC meeting

DAC Meeting

Dates

May 5, 2016

May 17, 2016

May 19, 2016

May 24, 2016

Summary of Activity:

Participants

Community members, students, staff members, parents, students

Community, board members, staff members, parents and administrators

Month

JUNE

Description and Details

LCAP Public Hearing

TQR at Northmead resulted in the recommendation of additional technology training, paraprofessional training and financial aid workshops for parents. All of these suggestions were added or strengthened as actions on the 16-17 LCAP.

Public Hearing held - no feedback given

LCAP was submitted to school board for adoption. Goals remained the same.

Finalize LCAP and LEA Budget
 Adopt Final LCAP and Budget

Dates

June 6, 2016
 June 20, 2016

Attendees

Board members and Community
 LCAP Taskforce, Community, board members, staff members and
 administrators
 Cabinet
 School Board

Month

JULY

Description and Details

LCAP update cycle begins

Dates

July 11, 2016

Attendees

Cabinet

Submitted to the county

Annual Update:

Actions were identified in 2014-2015 LCAP and revised for the 2015 - 2016 and 75% of those actions were met in Year 2.

The LCAP goals were reviewed by administrators and management team early on the process. Site leadership was asked to bring this information to the school sites as decisions were made on how to continue to improve the academic progress of students. Community involvement was strong using different avenues and including United Patterson, LCAP taskforce, staff

Annual Update:

The LCAP was reviewed through the year and progress was shared with stakeholders. Among the updates are:

- adding professional development for paraprofessionals
- additional technology trainings for parents, students and teachers
- addressing the Next Generation Science Standards
- maintaining all actions in the current LCAP

meetings, SSC, ELAC, DELAC and DAC. As a district we know and understand that helping students achieve their potential is not solely a district's responsibility. It will take an entire community to set up a student to success. As a school system we will put systems in place to assure the high academic achievement of our students. These systems include:

- culture of universal achievement
- collaboration
- standards alignment
- assessment
- data management
- interventions

Among the Accomplishments:

No Excuses Philosophy was expanded community wide and sustained. Over 30 agencies have joined us.

AVID program strengthened at secondary level

Student Assistance Specialist increased at all sites
College and Career Counselor was added to service Patterson High School

School Security Officers maintained for the school district

Support from an elementary curriculum Coordinator, Secondary Curriculum Coordinator and Educational Technology Teacher on Special Assignment

Community Navigator maintained to support parent engagement

The United Patterson Initiative was born with a Vision Statement:
United Patterson – where dreams become reality.

Mission Statement:

United Patterson is dedicated to supporting an infrastructure that strives to continually improve the lives of its community members by promoting higher education economic diversification and growth through cooperative solutions.

This initiative is providing a voice for our community to identify how we can continue to work together to help our students and their families achieve.

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

Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Goal 1: PJUSD will prepare students to be college and career ready</p>	<p>Related State and/or Local Priorities: 1 2 3 4 <u>X</u> 5 6 <u>X</u> 7 8 <u>X</u> COE only: 9 10 Local : Specify <u>District Strategy Area 1: We will develop and implement means through which each student will grow an awareness of the connection of academic achievement, 21st century skills and career choices. Strategic Objectives for Students: Every student as least annually, will demonstrate growth and awareness of the academic and personal requirement for a career choice that interest them.</u></p>
<p>Identified Need :</p>	<p>Increase of overall academic achievement, specifically in mathematics Need to increase the % of students meeting the A-G requirement Need to increase CELDT proficiency</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups:</p>	<p></p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and all subgroups – Provide sufficient opportunities, support and materials that are aligned with the common core standards. We want our students to be better prepared for college and career by taking more rigorous courses and achieving at high academic levels.</p> <ul style="list-style-type: none"> • Increase CAASPP achievement levels by 3% • Increase CELDT proficiency by 5% • Increase reclassification rate by 2% • Increase graduation rate by 2% • Increase EAP passing rate • Increase A-G requirements met by 3% • Increase AP test takers by 3% • Increase # of students taking Advances Placement (AP) courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Support and strengthen Agricultural and Business Logistics Pathway at secondary level.	Patterson High, Rising Sun and Del Puerto	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	California Career Pathways Trust 300,000 Supplemental and Concentration 10,000
2. Create site tutoring centers	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 50,000 Title I 120,000
3.Implement NEU (No Excuses) Philosophy at one additional site	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Supplemental and Concentration 30,000

		English proficient _ Other Subgroups: (Specify)	
4.Lower class sizes 24:1 K – 3 and 30:1 4 -12	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 600,00
5.AVID program funded at secondary levels	Patterson High Creekside	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 30,000
6. All teachers will be trained on instructional strategies	LEA Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 25,000 Title I
7.Strengthen Intervention Programs	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 60,000

<p>8.Special Education Elementary teachers will be trained on Literacy Interventions.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Supplemental and Concentration 15,000</p>
<p>9.Offer Cross Curricular Activities to students</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 15,000</p>
<p>10. Provide Visual and Performing Professional Development</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 15,000</p>
<p>11. Offer Summer School</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 300,000</p>
<p>12. Monitor and maintain data progress of all students</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Base 60,000</p>

<p>and subgroups via benchmarks and assessments.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 25,000</p>
<p>13 Monitor Implementation of IEP's and provide appropriate curriculum</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Supplemental and Concentration 30,000</p>
<p>14. Provide training and implementation support of effective ELD strategies, curriculum and instruction for English Learners</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and all subgroups – Provide sufficient opportunities, support and materials that are aligned with the common core standards. We want our students to be better prepared for college and career by taking more rigorous courses and achieving at high academic levels.</p> <ul style="list-style-type: none"> • Increase CAASPP achievement levels by 3% • Increase CELDT proficiency by 5% • Increase reclassification rate by 2% • Increase graduation rate by 2% • Increase EAP passing rate • Increase A-G requirements met by 3% • Increase AP test takers by 3% • Increase # of students taking Advances Placement (AP) courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Support and strengthen Agricultural and Business Logistics Pathway at secondary level.	Patterson High, Rising Sun and Del Puerto	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	California Career Pathways Trust 300,000 Supplemental and Concentration 10,000
2. Create site tutoring centers	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 50,000 Title I 120,000
3.Implement NEU (No Excuses) Philosophy at one additional site	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Supplemental and Concentration 30,000

		English proficient _ Other Subgroups: (Specify)	
4.Lower class sizes 24:1 K – 3 and 30:1 4 -12	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 600,00
5.AVID program funded at secondary levels	Patterson High Creekside	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 30,000
6. All teachers will be trained on instructional strategies	LEA Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 25,000 Title I
7.Strengthen Intervention Programs	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 60,000

<p>8.Special Education Elementary teachers will be trained on Literacy Interventions.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Supplemental and Concentration 15,000</p>
<p>9.Offer Cross Curricular Activities to students</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 15,000</p>
<p>10. Provide Visual and Performing Professional Development</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 15,000</p>
<p>11. Offer Summer School</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 300,000</p>
<p>12. Monitor and maintain data progress of all students</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Base 60,000</p>

<p>and subgroups via benchmarks and assessments.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 25,000</p>
<p>13 Monitor Implementation of IEP's and provide appropriate curriculum</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Supplemental and Concentration 30,000</p>
<p>14. Provide training and implementation support of effective ELD strategies, curriculum and instruction for English Learners</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and all subgroups – Provide sufficient opportunities, support and materials that are aligned with the common core standards. We want our students to be better prepared for college and career by taking more rigorous courses and achieving at high academic levels.</p> <ul style="list-style-type: none"> • Increase CAASPP achievement levels by 3% • Increase CELDT proficiency by 5% • Increase reclassification rate by 2% • Increase graduation rate by 2% • Increase EAP passing rate • Increase A-G requirements met by 3% • Increase AP test takers by 3% • Increase # of students taking Advances Placement (AP) courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Support and strengthen Agricultural and Business Logistics Pathway at secondary level.	Patterson High, Rising Sun and Del Puerto	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	California Career Pathways Trust 300,000 Supplemental and Concentration 10,000
2. Create site tutoring centers	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 50,000 Title I 120,000
3.Implement NEU (No Excuses) Philosophy at one additional site	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Supplemental and Concentration 30,000

		English proficient _ Other Subgroups: (Specify)	
4.Lower class sizes 24:1 K – 3 and 30:1 4 -12	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 600,00
5.AVID program funded at secondary levels	Patterson High Creekside	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 30,000
6. All teachers will be trained on instructional strategies	LEA Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 25,000 Title I
7.Strengthen Intervention Programs	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 60,000

<p>8.Special Education Elementary teachers will be trained on Literacy Interventions.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Supplemental and Concentration 15,000</p>
<p>9.Offer Cross Curricular Activities to students</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 15,000</p>
<p>10. Provide Visual and Performing Professional Development</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 15,000</p>
<p>11. Offer Summer School</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 300,000</p>
<p>12. Monitor and maintain data progress of all students</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Base 60,000</p>

<p>and subgroups via benchmarks and assessments.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 25,000</p>
<p>13 Monitor Implementation of IEP's and provide appropriate curriculum</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Supplemental and Concentration 30,000</p>
<p>14. Provide training and implementation support of effective ELD strategies, curriculum and instruction for English Learners</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Goal 2: PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 6 7 8 COE only: 9 10 Local : Specify <u>District Strategy Area #2</u> We will embed within the <u>professional development system specific content and instructional application for technology usage at all levels. Strategic Objective for Students: Every student, at least annually, will demonstrate creative grade course level use of technology to achieve a personal and educational goal</u></p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> • Alignment to the NGSS (Next Generation Science Standards) • Hardware technology for all of our students • STEM (Science, Technology, Engineering and Mathematics) opportunities • Continued support in implementation of Common Core Mathematics • Professional Development for all staff 	
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups:</p>	<p></p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>As teachers embrace the new Common Core standards, new English Language Development standards and framework and the next Generation Science Standards we expect that teacher need additional:</p> <ul style="list-style-type: none"> Increased professional development opportunities revolving the Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% development of Curriculum Maps to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% Development of Assessments to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% of Math teachers trained on district focus 100% highly qualified teachers 100% of our site meet Annual Williams Facility Inspection 100% of students have Common Core aligned materials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Math teachers will be trained Mathematical Practices and scaffolds and strategies.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
2. Continue to provide professional development in the area of Mathematics specially for at-risk and English learners (model lessons)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000

<p>3.Maintain math consultant to focus on the implementation of Common Core Math Standards.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 50,000</p>
<p>4.Provide NGSS implementation support</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>5.Provide release time for peer observations for all teachers at least once a year</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>6.Support District Lead Teacher stipends to deliver grade level and content specific PD</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base 47,500</p>
<p>7.Maintain 4 Teachers on Special Assignments to</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Base 308,648</p>

<p>support Professional Development and 1:Web programs as well as accountability</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 80,000</p>
<p>8. Provide release time for one full day collaboration to all teachers</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>9. Develop a support plan to support new hires district wide as well as site by site</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 5,000</p>
<p>10. Offer ongoing professional development in CCSS, technology and current research based on best practices</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 100,000</p>
<p>11. Offer Professional Development for Dual Immersion to strengthen Dual Immersion Programs</p>	<p>Grayson Walnut</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Supplemental and Concentration 15,000</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
12. Provide technological hardware and resources as the 1: Web implementation is phased in at grades K - 5	LEA Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Supplemental and Concentration 1,500,000
13. Create curriculum maps to align to Common Core K - 12 in ELA, Mathematics and NGSS	LEA Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Supplemental and Concentration 20,000
14. Implement Project Lead the Way (PLTW) K - 12	LEA Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Supplemental and Concentration 800,00
15. Provide CCSS instructional materials with embedded assessments to ensure quality CCSS implementation as for the English Arts Adoption K -12	LEA Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	Base 800,000 <hr/> Supplemental and Concentration 600,000

		_ Other Subgroups: (Specify)	
16. Maintain 2 elementary music teachers	K - 5	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 150,000
17. Hire a communication specialist to maintain websites, write grants and communication		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 100,000

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>As teachers embrace the new Common Core standards, new English Language Development standards and framework and the next Generation Science Standards we expect that teacher need additional:</p> <ul style="list-style-type: none"> Increased professional development opportunities revolving the Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% development of Curriculum Maps to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% Development of Assessments to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% of Math teachers trained on district focus 100% highly qualified teachers 100% of our site meet Annual Williams Facility Inspection 100% of students have Common Core aligned materials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Math teachers will be trained Mathematical Practices and scaffolds and strategies.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
2. Continue to provide professional development in the area of Mathematics specially for at-risk and English learners (model lessons)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000

<p>3.Maintain math consultant to focus on the implementation of Common Core Math Standards.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 50,000</p>
<p>4.Provide NGSS implementation support</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000 Base 20,000</p>
<p>5.Provide release time for peer observations for all teachers at least once a year</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>6.Support District Lead Teacher stipends to deliver grade level and content specific PD</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base 47,500</p>
<p>7.Maintain 4 Teachers on Special Assignments to</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Base 308,648</p>

<p>support Professional Development and 1:Web programs as well as accountability</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 80,000</p>
<p>8. Provide release time for one full day collaboration to all teachers</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>9. Develop a support plan to support new hires district wide as well as site by site</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 5,000</p>
<p>10. Offer ongoing professional development in CCSS, technology and current research based on best practices</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 100,000</p>
<p>11. Offer Professional Development for Dual Immersion to strengthen Dual Immersion Programs</p>	<p>Grayson Walnut</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Supplemental and Concentration 15,000</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
12. Provide technological hardware and resources as the 1: Web implementation is phased in at grades K - 5	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 1,500,000
13. Create curriculum maps to align to Common Core K - 12 in ELA, Mathematics and NGSS	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 20,000
14. Implement Project Lead the Way (PLTW) K - 12	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 800,00
15. Provide CCSS instructional materials with embedded assessments to ensure quality CCSS implementation as for the English Arts Adoption K -12	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Base 800,000 <hr/> Supplemental and Concentration 600,000

		_ Other Subgroups: (Specify)	
16. Maintain 2 elementary music teachers	K - 5	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 150,000
17. Hire a communication specialist to maintain websites, write grants and communication		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 100,000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>As teachers embrace the new Common Core standards, new English Language Development standards and framework and the next Generation Science Standards we expect that teacher need additional:</p> <ul style="list-style-type: none"> Increased professional development opportunities revolving the Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% development of Curriculum Maps to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% Development of Assessments to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS 100% of Math teachers trained on district focus 100% highly qualified teachers 100% of our site meet Annual Williams Facility Inspection 100% of students have Common Core aligned materials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Math teachers will be trained Mathematical Practices and scaffolds and strategies.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
2. Continue to provide professional development in the area of Mathematics specially for at-risk and English learners (model lessons)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000

<p>3.Maintain math consultant to focus on the implementation of Common Core Math Standards.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 50,000</p>
<p>4.Provide NGSS implementation support</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>5.Provide release time for peer observations for all teachers at least once a year</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>6.Support District Lead Teacher stipends to deliver grade level and content specific PD</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base 47,500</p>
<p>7.Maintain 4 Teachers on Special Assignments to</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Base 308,648</p>

<p>support Professional Development and 1:Web programs as well as accountability</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 80,000</p>
<p>8. Provide release time for one full day collaboration to all teachers</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 20,000</p>
<p>9. Develop a support plan to support new hires district wide as well as site by site</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 5,000</p>
<p>10. Offer ongoing professional development in CCSS, technology and current research based on best practices</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 100,000</p>
<p>11. Offer Professional Development for Dual Immersion to strengthen Dual Immersion Programs</p>	<p>Grayson Walnut</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Supplemental and Concentration 15,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Provide technological hardware and resources as the 1: Web implementation is phased in at grades K - 5	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 1,500,000
13. Create curriculum maps to align to Common Core K - 12 in ELA, Mathematics and NGSS	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
14. Implement Project Lead the Way (PLTW) K - 12	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 800,00
15. Provide CCSS instructional materials with embedded assessments to ensure quality CCSS implementation as for the English Arts Adoption K -12	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Base 800,000 <hr/> Supplemental and Concentration 600,000

		_ Other Subgroups: (Specify)	
16. Maintain 2 elementary music teachers	K - 5	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 150,000
17. Hire a communication specialist to maintain websites, write grants and communication		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 100,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal 3: PJUSD will provide a safe and welcoming environment where students attend and are connected to their schools.	Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 <u>X</u> 7 8 <u>X</u> COE only: 9 10 Local : Specify
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Identified Need :	<ul style="list-style-type: none"> • decrease in truancy rate • maintain academic support for student at sites • support the need for social and emotional support
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Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain the middle school dropout rate • Decrease the high school dropout rate by 2% for all groups • Increase CTE enrollment by 1% • Decrease truancy rate by 2% • Decrease the chronic absenteeism rate by 1% • Decrease the suspension rate by 1% • Maintain the expulsion rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain Student Specialist services at each site by 1 day	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 200,000 Title I 100,000
2. Maintain a college and career counselor	Patterson High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Base 75,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Add additional academic counselor time	Creekside Walnut	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 100,000
4. Monitoring of RFEP of students will occur at 2x a year K - 12. Foster Youth academic progress will also monitored	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000 <hr/> Title I 80,000
5. Maintain three full time security officers in order to sustain positive relationships with students and staff as well as maintain safety and security	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 120,000
6. Security cameras will be installed district wide.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Base 52,000

		English proficient _ Other Subgroups: (Specify)	
7. Maintain Canine Detection program	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 10,000
8. Attendance incentives will be provided for all students.	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 25,000
9. Chronic absent and truant students will be monitored and resources provided to increase attendance and truancy rates	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 5,000
10. Provide training for yard duties/campus supervisors/ and paraprofessionals at least 2x a year	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 5,000

	Creekside	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain the middle school dropout rate • Decrease the high school dropout rate by 2% for all groups • Increase CTE enrollment by 1% • Decrease truancy rate by 2% • Decrease the chronic absenteeism rate by 1% • Decrease the suspension rate by 1% • Maintain the expulsion rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain Student Specialist services at each site by 1 day	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 200,000 <hr/> Title I 100,000
2. Maintain a college and career counselor	Patterson High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 75,000

		(Specify)	
3. Add additional academic counselor time	Creekside Walnut	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 100,000
4. Monitoring of RFEP of students will occur at 2x a year K - 12. Foster Youth academic progress will also monitored	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000 Title I 80,000
5. Maintain three full time security officers in order to sustain positive relationships with students and staff as well as maintain safety and security	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 120,000
6. Security cameras will be installed district wide.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 52,000

<p>7. Maintain Canine Detection program</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 10,000</p>
<p>8. Attendance incentives will be provided for all students.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 25,000</p>
<p>9. Chronic absent and truant students will be monitored and resources provided to increase attendance and truancy rates</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 5,000</p>
<p>10. Provide training for yard duties/campus supervisors/ and paraprofessionals at least 2x a year</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 5,000</p>
	<p>Creekside</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain the middle school dropout rate • Decrease the high school dropout rate by 2% for all groups • Increase CTE enrollment by 1% • Decrease truancy rate by 2% • Decrease the chronic absenteeism rate by 1% • Decrease the suspension rate by 1% • Maintain the expulsion rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain Student Specialist services at each site by 1 day	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 200,000 Title I 100,000
2. Maintain a college and career counselor	Patterson High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 75,000
3. Add additional academic counselor time	Creekside Walnut	<input checked="" type="checkbox"/> All OR:	Supplemental and Concentration 100,000

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Monitoring of RFEP of students will occur at 2x a year K - 12. Foster Youth academic progress will also monitored	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000 Title I 80,000
5. Maintain three full time security officers in order to sustain positive relationships with students and staff as well as maintain safety and security	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 120,000
6. Security cameras will be installed district wide.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 52,000
7. Maintain Canine Detection program	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Supplemental and Concentration 10,000

		<input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8. Attendance incentives will be provided for all students.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 25,000
9. Chronic absent and truant students will be monitored and resources provided to increase attendance and truancy rates	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 5,000
10. Provide training for yard duties/campus supervisors/ and paraprofessionals at least 2x a year	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 5,000
	Creekside	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups:	

		(Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Goal 4: PJUSD will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify Area 4: <u>Strategic Objective for Students: Every student at least annually, will demonstrate civic awareness and contribution to community</u>
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Identified Need : Create a clear baseline in order to measure parent participation

Goal Applies to: Schools: All Schools
 Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Increase the number of parent workshops offered
- Increase the number of participants at parent workshops/event/meetings
- Increase attendance rate by 1% at all sites
- Increase stakeholder participation at each school site by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Family Partnerships will be strengthened by offering engagement opportunities	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
2. Offer parent workshops on supporting parents with academics at home as well as College Readiness information at all gradespans	Patterson High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Supplemental and Concentration 20,000

		English proficient _ Other Subgroups: (Specify)	
3. Computer kiosks will be available at all school sites in order for parents to access student information	Ceekside Walnut	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 30,000
4. Community Navigator (liaison) will be maintained to United Patterson Initiative philosophy and services community wide .	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 60,000
5. Educational opportunities for parents (ie GED, ESL, PIQUE and family literacy) will be offered to parents	LEA Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 40,000 Supplemental and Concentration 10,000

LCAP Year 2: 2017-18

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Increase the number of parent workshops offered • Increase the number of participants at parent workshops/event/meetings • Increase attendance rate by 1% at all sites • Increase stakeholder participation at each school site by 5% |
|--------------------------------------|--|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Family Partnerships will be strengthened by offering engagement opportunities	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
2. Offer parent workshops on supporting parents with academics at home as well as College Readiness information at all gradespans	Patterson High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
3. Computer kiosks will be available at all school sites in order for parents to access student information	Ceekside Walnut	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 30,000
4. Community Navigator (liaison) will be maintained to United Patterson Initiative philosophy and services community wide .	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Supplemental and Concentration 60,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Educational opportunities for parents (ie GED, ESL, PIQUE and family literacy) will be offered to parents	LEA Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 40,000 Supplemental and Concentration 10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the number of parent workshops offered • Increase the number of participants at parent workshops/event/meetings • Increase attendance rate by 1% at all sites • Increase stakeholder participation at each school site by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Family Partnerships will be strengthened by offering engagement opportunities	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 20,000
2. Offer parent workshops on supporting parents with academics at home as well as College Readiness information at all gradespans	Patterson High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Supplemental and Concentration 20,000

		English proficient _ Other Subgroups: (Specify)	
3. Computer kiosks will be available at all school sites in order for parents to access student information	Ceekside Walnut	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 30,000
4. Community Navigator (liaison) will be maintained to United Patterson Initiative philosophy and services community wide .	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 60,000
5. Educational opportunities for parents (ie GED, ESL, PIQUE and family literacy) will be offered to parents	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 40,000 ----- Supplemental and Concentration 10,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:		Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 2: 2017-18		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 3: 2018-19		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Budgeted Expenditures		

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal 1: PJUSD will prepare students to be college and career ready	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Strategic Goal #1 All Students Engage in Rigorous and Relevant Curriculum and Learning</u> <u>#2 Close the Achievement Gap and Expect High Levels of Performance by All</u> <u>#8 Provide Multiple Educational Options to meet the Needs of All Learners</u>	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	For all students and all subgroups – Provide sufficient opportunities, support and materials that are aligned with the common core standards. We want our students to be better prepared for college and career by taking more rigorous courses and achieving at high academic levels. <ul style="list-style-type: none"> Establish baseline for the 2015-16 CAASPP scores Increase CELDT proficiency by 5% Increase reclassification rate by 2% Increase graduation rate by 2% Establish EAP passing rate Increase A-G requirements met by 3% Increase AP test takers by 3% Establish baseline of students taking Advances Placement (AP) courses 	Actual Annual Measurable Outcomes:	For all students and all subgroups – Provide sufficient opportunities, support and materials that are aligned with the common core standards. We want our students to be better prepared for college and career by taking more rigorous courses and achieving at high academic levels. Refer to LCAP Data Addendum for detailed data <ul style="list-style-type: none"> Refer to LCAP Data Addendum for 2015 - 2016 baseline CAASPP scores pages 5 - 13 Annual CELDT Growth was 1.7 % LCAP addendum page 13 Reclassification base data was established with new criteria. 1751 annual testers with 156 students being reclassified 8.9% RFEP rate Overall Graduation rate 89.15% for 13-14 four year cohort rate. This was a 1.42 % increase Refer to LCAP Data Addendum page 15. EAP passing rate criteria has changed every year since 2012-13. However we now test over 92% of our students. Current EAP rates for english language arts are 54% and 23% for mathematics % of students who met A-G requirement are as follows 2012 - 2013 (31.4%), 2013 - 2014 (28.7%), 2014 - 2015 (29.8%). Increase was 1.1%

	<ul style="list-style-type: none"> • % of students passing an AP exam with a 3 or better was up by 3%. % of students taking AP exams increased by 12%
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LCAP Year: 2015 - 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.Support and strengthen Agricultural and Business Logistics Pathway at secondary level.	California Career Pathways Trust 469,418	<ul style="list-style-type: none"> • Creekside has included in our site plan the development of a career exploration/portfolio for 7th grade students this year. • DP students is offering a Plant Nursery Management Course with a lab opportunity for students to monitor and learn about Ornamental Horticulture. • NM -the logistics class came to NM to deliver books to 1st grade students. • PHS - New texts for OH and ROP Floriculture presented for adoption for the 16-17 school year (including a web based primary text) Manufacturing certification awarded for 2015 <ul style="list-style-type: none"> • PHS - Applied for and received CTC pathways grant both at the local level for \$600,000 and at the regional level for approximately \$185,000 • PHS - Received \$176,000 from additional CCPT Grant for ag mechanics/ag science/Ornamental pathways • DP - DP students (11) are currently taking a Plant Nursery Management Course with a lab opportunity for students to monitor and learn about Ornamental Horticulture. At the beginning of the 3rd trimester, students will attend the lab twice a week. 	California Career Pathways Trust 469,418
	Base 30,000		Base 35,777

		<ul style="list-style-type: none"> • CMS - Career Day is set for May 3, 2016. <p>CMS has over 42 presenters scheduled for Career Day on May, 3, 2016</p> <ul style="list-style-type: none"> • PHS - OSHA Certification training in October 2015 • PHS - Hosted MHI (Manufacturers Handling Institute) conference in Patterson • NM - Logistics came by during read for month and delivered books to all TK-3rd. Some read stories to classes. 					
<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>Patterson High, Rising Sun and Del Puerto</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Patterson High, Rising Sun and Del Puerto		<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>Patterson High, Rising Sun, Del Puerto and Creekside</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Patterson High, Rising Sun, Del Puerto and Creekside	
Scope of Service	Patterson High, Rising Sun and Del Puerto						
Scope of Service	Patterson High, Rising Sun, Del Puerto and Creekside						
<p>2.Create centralized tutoring center</p>	<p>Supplemental and Concentration 30,000</p>	<ul style="list-style-type: none"> • Creekside has a centralized tutoring center in our college and career center that runs four afternoons a week (2:50 to 3:50 pm) and three mornings a week (7:10 to 7:40 am) • GY -Students receive tutoring services during the ASP. In addition, we are exploring opening the cafeteria to tutor middle school students from 4-6p.m. • PHS - After school tutoring is offered in the major core areas Monday - Thursday until 4:30. A late bus is available to any student who stays for tutoring. 	<p>Supplemental and Concentration 3,000</p> <hr/> <p>Title I 105,000</p>				

		<ul style="list-style-type: none"> • WG - After school homework help offered Mondays, Tuesdays and Thursdays in room M2. Arches math tutor/homework help 4 days a week in room E1. • PHS-Computer Lab is open from 7 to 7:45 every morning for open student use, staffed with a certificated teacher • All elementary school site have an Afterschool program and provide a variation of tutoring. Students receive tutoring services during the ASP. • Patterson High offers tutoring in core subjects and is open to all students • Del Puerto offers office hours and teachers serve students as needed. • Creekside continues to offer tutoring both before and after school • District wide - students who qualify and sign up can receive tutoring through the SES (Supplemental Education Services) program • We plan to adjust this action to address individual tutoring centers at each school instead of a centralized services. The difference in expenditure was due to sites not taking advantage of funds and SES (Supplemental Education Services (Title I paying for tutoring) 																					
<table border="1"> <tr> <td data-bbox="96 1279 243 1341">Scope of Service</td> <td data-bbox="243 1279 569 1341">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="96 1341 569 1373">-----</td> </tr> <tr> <td colspan="2" data-bbox="96 1373 569 1406"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="96 1406 569 1438">OR:</td> </tr> <tr> <td colspan="2" data-bbox="96 1438 569 1464"><input type="checkbox"/> Low Income pupils</td> </tr> </table>	Scope of Service	LEA Wide	-----		<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils			<table border="1"> <tr> <td data-bbox="1031 1279 1178 1341">Scope of Service</td> <td data-bbox="1178 1279 1514 1341">Creekside</td> </tr> <tr> <td colspan="2" data-bbox="1031 1341 1514 1373">-----</td> </tr> <tr> <td colspan="2" data-bbox="1031 1373 1514 1406"><input type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 1406 1514 1438">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 1438 1514 1464"><input checked="" type="checkbox"/> Low Income pupils</td> </tr> </table>	Scope of Service	Creekside	-----		<input type="checkbox"/> All		OR:		<input checked="" type="checkbox"/> Low Income pupils		
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<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Implement NEU (No Excuses) Philosophy at one additional site</p>	<p>Base 30,000</p>	<ul style="list-style-type: none"> • Creekside has adopted NEU practices and procedures and will apply in Spring 2016. • CMS - Video is completed, waiting to submit the application. • DP -James Hensley, DP Science Teacher attended the NEU National Convention. DP is planning on hosting a career fair in Feb 2016. • GY -The process is complete. Grayson Charter School applied and was accepted to the No Excuses Network of Schools in the fall of 2015. • WG - Official NEU Site in August 2015 • NM - Feb. Application out, video out, and waiting on adoption committee. • LP - First round of Cycle of Inquiry meetings were held to discuss progress of each student and necessary interventions. • Patterson High attended Turn Around Schools with a second team of teachers as part of the NEU exploration stage of development with 5 additional staff members. This brings the NEU team up to 12 staff members including admin, certificated and classified staff members • Patterson High has implemented U-time (Advisory) for the second semester with the focus being on increasing student awareness of college opportunities and building relationships with peers and staff. 	<p>Base 30,000 Supplemental and Concentration 13,728</p>

		<p>-Advisory program is part of a pilot with NEU for a college awareness/whole student development building program.</p> <ul style="list-style-type: none"> NM - official member of NEU 	
<p>Scope of Service Creekside</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Creekside, Patterson High, Del Puerto</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.Lower class sizes 24:1 K – 3 and 30:1 4 -12</p>	<p>Base 440,000</p>	<ul style="list-style-type: none"> AVE - Currently, our K-3 is averaging 24 students per room and 4-5 is averaging 30 per room. GY - Avg class size k - 3= 19.1; 4 - 5 = 21.5 LP -We added a 1st grade class in January to reduce class size. NM - April: TK numbers are high, but still will be less than 24:1 by our cut-off. This goal has been met district wide 	<p>Base 741,935</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>5.AVID program funded at secondary levels</p>	<p>Base 20,000</p>	<ul style="list-style-type: none"> • Creekside has both a 7th grade and an 8th grade AVID class • AVID coordinator for the site released one period for -AVID activities, peer observations, and tutor development. Additional professional development opportunities provided to AVID core teachers to attend both during the school year and during summer institute. • PHS All elective AVID teachers were sent to mid year mini AVID training outside the district. • PHS Identified teachers from non-elective areas for initial AVID training at summer institute • PHS Incorporated AVID WICOR strategies into the Professional development plans, specifically into the August PD • PHS Tutors provided for all AVID elective classes weekly • PHS - AVID Regional Workshop attended by AVID Core in September 2015 	<p>Base 22,111</p>
<p>Scope of Service Patterson High Creekside</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Patterson High, Creekside</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.All teachers will be trained on instructional strategies</p>	<p>Supplemental and Concentration 50,000</p> <hr/> <p>Title I 10,000</p>	<ul style="list-style-type: none"> • All Creekside teachers participate in both district-led and site-led PD activities each month. 	<p>Supplemental and Concentration 17,733</p> <hr/> <p>Title I 10,000</p>

- GY - All teachers participate in district and out of district professional development activities. Ongoing
 - LP - Teachers have attended workshops on Math at the district and county level. We have provided site staff development on ELA/EL strategies for all teachers.
 - WG -Professional development is on again
 - NM - We have a group going to ETC and a few more teachers have attended math conferences. Looking forward to Feb 10 and Feb 29 PD days as well.
 - AVE - We have been doing CCSS Math PD monthly at our Wednesday Site meetings.
 - LP - Teachers have attended workshops on Math at the district and county level. We have provided site staff development on ELA/EL strategies for all teachers
 - AVE -Teachers received CCSS Science training at the district inservice
 - LP - Two more teachers attended a training for Math at the county level.
- Power tam meetings are held once a month by district lead teachers in content and grade level teams. This meeting is dues to deliver content and grade level specific professional development
- PHS - August staff development day 2015 was dedicated to increasing staff skills in AID strategies like WICOR, writing handbook, Google docs, and GMAIL.
 - April: We plan to talk about the Mathematical Practices with FRESH eyes and use to help

		<p>inform our teaching.</p> <ul style="list-style-type: none"> District wide professional development day held Feb. 29. All K - 5 teachers received Next Generation Science Standards training (NGSS). All other content areas received professional development related to their content. Creekside held 5 additional professional development sessions during the afternoons of statewide testing. 	
<p>Scope of Service</p> <p>LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7.Strengthen Intervention Programs</p>	<p>Base 30,000</p>	<ul style="list-style-type: none"> GY -Staff in the intervention program have attended CAFE sponsored PD for pull out interventions. Additionally, the school has implemented a rotation schedule to levelize all students. AVE -We have two Para-Educators for reading intervention, Lexia online ELA intervention, and IXL online math intervention Creekside offers before school, in-school, and after-school support for English Learners and students at-risk LP - Added instructional aide time in the Learning Lab to assist more 	<p>Base 30,000</p> <p>Supplemental and Concentration 15,026</p>

students. Teachers implementing small group instruction to address student needs at their level.

- NM - We have added 4 hours of paraeducator time to support more students in reading. We are also looking (should do) add afterschool math access to a dream box for struggling students without internet connection at home.
- Walnut Grove offers daily intervention programs in English and Spanish during rotation
- LP - Added instructional aide time in the Learning Lab to assist more students. Teachers implementing small group instruction to address student needs at their level.
- At PHS we have increased staffing by two paraprofessionals for math, science and History supported classes for English Learners and other at risk students
- At PHS, we have added a non-SPED studies class for at risk students to provide an elective class for them

to receive additional support incompleting course requirements. This class is staffed by a certificated teacher and a Para

- PHS Advisory sections have for each grade level a section for RSP, SDC and for high at-risk students. The high at risk group is taught by an administrator with a counselor and a member of the security team. In addition, at the 12th grade level there is a

section just for English Learners that is staffed by the -EL TOSA and a college/career counselor to help students navigate enrollment at the post secondary level

		<ul style="list-style-type: none"> • GY - Staff in the intervention program have attended --CABE and SJCOE sponsored PD for pull out interventions. Additionally, the school has implemented a rotation schedule to levelize all students. • AVE - We offered after school Lexia Lab for students who were far below grade level in reading K-5 for 40 minutes per day (about 60 students participated). • LP - Teachers are providing Tuesday Math Tutoring after school as an intervention for students. • NM - We have added Dreambox as a mathematical intervention program • DP - piloting Reading Plus for struggling readers 					
<table border="1"> <tr> <td data-bbox="96 805 243 883">Scope of Service</td> <td data-bbox="243 805 569 883">LEA Wide</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA Wide		<table border="1"> <tr> <td data-bbox="1031 805 1178 883">Scope of Service</td> <td data-bbox="1178 805 1514 883">LEA Wide</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
<p>8.Special Education Elementary teachers will be trained on Literacy Interventions.</p>	<p>Base 15,000</p>	<ul style="list-style-type: none"> • Creekside has established a calendar for special education professional development activities. • GY - Special Ed teacher has attended SCOE and district trainings. T.Manzoni is also mentoring her. • WG -Special Education teachers have attended SCOE trainings and 	<p>Base 15,026</p>				

		<p>district trainings</p> <ul style="list-style-type: none"> • NM - SPED Teacher attending trainings that the DO has advised us to send them to. (Anita Archer). -SPED and Resource Teacher are still set to go to the Mainstreaming the CCSS conference. • AVE - AVE's resource teacher attended an Anita Archer training. • PHS -Special Education teachers have attended -SCOE trainings and district trainings. Additional trainings are being offered for out of county programs specifically for SDC teachers. • Creekside trained special education teachers on literacy standards during April 2016 PD's. • County Trained was offered to all special education teachers. All sites sent at least one rep 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9.Offer Cross Curricular Activities to students and increase board course of study for all students.</p>	<p>Base 15,000</p>	<ul style="list-style-type: none"> • Creekside is investigating the Defined STEM program that will allow teachers/students to develop cross-curricular project-based learning activities. • GY - All of these activities take place during the ASP • NM WE also plan weekly with this 	<p>Base 15,000</p>

		<p>as a goal AND we plan for things like this every six weeks to eight after benchmark testing.</p> <ul style="list-style-type: none"> • Patterson High is exploring Project Lead the Way and other STEM programs for ways to increase opportunities for cross-curricular project-based learning activities. • AVE participated in National History Day. In May we will have a Reading and Science Fair. <p>History day and some of the work during rotation has meet this goal.</p> <ul style="list-style-type: none"> • Creekside has selected teachers and arranged for training for the “Project Lead the Way” program. • DP - plant nursery management course offered 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Provide Visual and Performing Professional Development</p>	<p>Base 15,000</p>	<ul style="list-style-type: none"> • Creekside continues to support VAPA opportunities for our students. • GY - Two teachers have attended the SCOE TK -2 -Arts training. • WG - Over 75 students perform in the Baile Folklorico program at WG. Monthly Artist Visits. • NM - No new PD for this, but the VPA contest will be going on soon • CMS - Art and elective dance 	<p>Base 15,000</p> <hr/> <p>Supplemental and Concentration 6,317</p>

		<p>teachers attended conferences focusing on those areas.</p> <ul style="list-style-type: none"> • One of the two Art teachers at PHS will be attending Sketch UP training this summer on dimensional design and drafting. The performing arts teacher with support from the department is developing a broadcasting course for elective expansion at PHS. • Students at PHS performing arts class participated in the Lenaia Festival in January. • PHS Band, Percussion, choir and orchestra are in the middle of competitive performances for all 4 areas with each win moving them to the next monthly weekend competition. (All 4 levels are officially competitive this spring) • AVE - Visual and Performing Arts VPA poster contest held • PHS - Sketchup 3D Training in June 2016. • NM - Visual and Performing Arts VPA poster contest held • Creekside has built into the 2016-2017 master schedule a VAPA core period at the end of each day. <p>County training offered to all school sites</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
11. Offer Summer School	Supplemental and Concentration 200,000	<ul style="list-style-type: none"> • GY - Completed 20 days of summer school during the summer of 2015 for pre-k thru 5th grade. • PHS - Summer school is held annually to provide remediation for students who struggled in their regular year classes. • Walnut Grove will offer a STEAM summer school program in English and Spanish • Summer school will be expanded this year to include a total of 3 elementary sites, full middle school summer school and high school offerings • CMS - Creekside has developed the framework for a summer school program at our site for the summer of 2016. • LP - We are currently in the process of identifying students that qualify for Summer School. • NM - Summer School Referrals due on the 8th at the sites. We will build classes based on the teachers we have allocated • DP will offer summer school opportunities through John B. Allard (SCOE 	Supplemental and Concentration 219,200				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English	Scope of Service	LEA Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>12. Monitor progress of all students and subgroups via benchmarks. Continue of data disaggregation and data analysis</p>	<p>Base 10,000</p>	<ul style="list-style-type: none"> • Creekside teachers and administrators review benchmarks and writing assessments on a regular basis. • DP students are being assessed using the computer based Reading Plus Program. • GY - Ongoing process that takes place after each benchmark through the Cycle of Inquiry • LP -Cycle of Inquiry to discuss data after each benchmark or quarter/semester • WG- Cycle of Inquiry and Data analysis meetings will be held twice a year and teachers will hold regular district meetings after benchmarks are given to analyze data. • NM - Site based data planning continues at NM. As always, I run the data and lead these meetings. We fill out a data analysis sheet and plan deeply. Adding in the assessment to review questions helps with the planning. • LP - Cycle of Inquiry to discuss data after each benchmark or quarter/semester. • CMS - Two sets of each have been given and the third set will be administered in March. <p>Patterson High teachers and administrators review benchmarks and writing assessments on a regular basis. Benchmarks are continually evolving as staff understanding of the standards expands.</p> <ul style="list-style-type: none"> • PHS Diagnostic test is under development for foreign language entry level placement. 	<p>Base 10,000</p> <p>Supplemental and Concentration 42,655</p>

		<ul style="list-style-type: none"> • NM - We had our second round of this last month. • AVE - had grade level planning days in order to monitor progress of students and develop ways to improve our CCSS instruction • PHS - Benchmark windows established for all content areas with release time for staff to develop benchmarks for respective courses provided. • PHS - PD time set aside to discuss benchmarks by content area imbedded into collaboration days led at the district level by content leads • NM -We had our final round of this occur right before spring break. We also had our final Cycle meeting to discuss student performance (ask for my Cycle sheets if you want to know what data we collect outside of benchmarks). • Creekside has conducted its final review of benchmark and writing assessment data • The funds in this action were used to cover trainings on data disaggregation and purchase a new software called Ellevation to monitor progress 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
<p>13.Continue to oversee Special Ed. Department and monitor Implementation of IEP's and appropriate curriculum</p>	<p>Base 10,000</p>	<ul style="list-style-type: none"> • Creekside administrators and special education teachers work together to ensure that we are compliant with IEP's and their requirements. • NM - IEP's have been tentatively calendared for the year. New adoption of Number Worlds is liked by SDC but not RSP. I know this will be looked at with our Math adoptions. • AVE - Administrators attend and participate in all IEP's • WG - Admin will attend and oversee all IEP meetings • NM - We have created a new site based meeting sheet this month. Curriculum orders will start in March after our staff meeting. We have a new Google doc to help organize this (we had issues with a SDC teacher ordering last year so the form was created to help the process). • AVE - This year AVE purchased updated Common Core math curriculum for our Resource program: Number Worlds. PHS Administrators attend and participate in all IEP's, subs are provided on IEP Thursdays to free up general education teachers to participate and counselors attend all IEP's regularly. IEP's continue to exceed the amount of time available on Thursdays and occur throughout the week when needed to stay compliant. Administrators review IEP paperwork with teachers after meetings to ensure accuracy is as much as possible and SDC teacher are provided with 10 	<p>Base 10,000</p>

		<p>release days per year for document completion and assessment of students</p> <ul style="list-style-type: none"> • GY - Principal sits in all IEPS • PHS - IEP Thursday instituted weekly to ensure sub coverage for teacher participation in IEP. • PHS - Studies classes at each grade level for students to take as an elective that need additional academic, social and IEP specific supports available. • PHS - Increased para support for classes with SPED students in content areas of history and science <p>Principal or Assistant Principal sits in IEP meetings twice a month, often more.</p> <ul style="list-style-type: none"> • NM - Curriculum orders have begun and we only have to settle on a spelling program at this point. <p>Creekside administrators continue to sit in on all IEP's.</p> <ul style="list-style-type: none"> • LP - administrators continue to sit in on all IEP's. • DP - Administration oversee all IEP's 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p>	
<p>14. Implementation of effective ELD</p>	<p>Supplemental and Concentration</p>	<ul style="list-style-type: none"> • Creekside has offered professional 	<p>Supplemental and Concentration</p>

<p>strategies, curriculum and instruction for English Learners</p>	<p>10,000</p>	<p>development sessions focused on instructing English Language Learners.</p> <ul style="list-style-type: none"> • DP students are being assessed using the computer based Reading Plus Program. EL strategies have been revisited with staff • GY -Ongoing process as monitored through formal observations and walkthroughs. The instructional coach provides the ongoing support for teachers. • LP - Provided staff development regarding ELD standards and strategies for teachers. • NM - Data shows growth for EL students. Curriculum remains consistent from last year. Rotation minutes have not changed, but we have scaffold rotation times to allow for intervention pull out to occur concurrent with ELD rotation to keep core time away from pullout time • Walnut Grove will provide content-ELD based instruction daily during a rotation block. Teachers will continue to use effective SDAIE and ELD strategies • AVE - Specifically we have focused on hands-on manipulatives and precise language instruction. • LP - Provided staff development regarding ELD standards and strategies for teachers. <p>Patterson High has offered professional development sessions focused on instructing English Language Learners and continues to monitor students through formal observations and walkthroughs. The new TOSA-EL provides ongoing support for teachers, placement of students up enrollment at the high</p>	<p>10,000</p>
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		<p>school and assists with developing professional development for teachers on strategies to use to support EL's in the classroom. ELD is offered in a block setting for LEVEL 1-2 students and for Level 3 students. An English 9 SEI course is still offered to bridge EL students from the ELD setting to the college prep English course setting</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After reviewing all the goals and actions and monitoring progress we plan to adjust the following:</p> <ul style="list-style-type: none"> • the centralized tutoring center will changes to address the needs of each individual school site • teachers asked that we spend more time reviewing data in a timely fashion, so dates will be built into calendars to make sure this happens • Intervention programs will be created and also strengthened across the district 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Goal 2: PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Goal #4 Provide Technological Resources that Maximize Student Learning and District Efficacy #5 Recruit and Retain High Quality Staff, Providing Relevant Professional Development</u></p>
<p>Goal Applies to: Schools: All Schools Applicable Pupil Subgroups:</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>As teachers embrace the new Common Core standards, new English Language Development standards and framework and the next Generation Science Standards we expect that teacher need additional:</p> <ul style="list-style-type: none"> Professional development opportunities revolving the Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS Development of Curriculum Maps to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS Development of Assessments to align with Common Core/ new English Language Development (ELD) standards/Next Generation Science Standards) NGSS Math teachers trained on district focus Human Resources report on highly qualified teachers Annual Williams Facility Inspection Tool All student have Common Core aligned materials 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • 100% of teachers participated in monthly professional development sessions focused on implementation of Common Core standards • 100% of K - 5 teachers participated in NGSS (Next Generation Science Standards) for a 1 day session • 100% of the Elementary curriculum maps are aligned to ELA and Math Common Core standards • We have not yet begun to align NGSS curriculum maps • All math teachers across the district were provided an opportunity to participate in intensive math professional development. These sessions were provided during school days, after school and on Saturday's • Please refer to LCAP Data addendum for Highly Qualified teacher info, facility inspection tool and Common Core aligned materials

LCAP Year: 2015 - 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.Math teachers will be trained on 2 Mathematical Practices and scaffolds and strategies.</p>	<p>Base 20,000</p>	<ul style="list-style-type: none"> • Creekside has worked with the district math consultant to offer lesson studies for mathematics teachers, and administrators have participated in math walks. • GY -Teachers have observed math demo lessons and had discussions on mathematical practices • NM - We will focus on this on February 24th at the site. Math Walks will follow this. • NM- We will do this on February 24th and roll it into our walkthrough form for the remainder of the year. • AVE - AVE teachers have been receiving training on all eight mathematical practices • All levels have been offered model lessons and lesson study opportunities • Saturday offerings of Number Talks and Number Talks have been offered <p>Entire High School Math department will receive training on Number Talk Strategies on Feb. 29.</p> <ul style="list-style-type: none"> • CMS - Lesson studies have been completed for each grade level. • Patterson High has worked with the district math consultant to offer lesson studies for mathematics teachers, and Lesson studies are scheduled specifically for Integrated Math 1 and Integrated math 2 for March and April respectively. Math teachers were provided with in-depth training on the mathematical practices by the math consultant from the county in January. • GY - PD continues to take place 	<p>Base 20,000</p> <p>Supplemental and Concentration 21,714</p>

		<p>throughout the year. Model lessons and math talks</p> <ul style="list-style-type: none"> • NM - February 24th was used for Dreambox and the Mathematical Practices did not occur. A Khoot.it mini-training has a mathematical practice question to give data before our next PD on April 20th. • Creekside participated in the Math Adoption Committee and selected materials for next year. <p>District wide - All math departments were provided with model lessons and lesson study opportunities which addressed the mathematical practices. Mathematical practices were also reviewed with site administration so that they can support math teachers</p> <ul style="list-style-type: none"> • Additional trainings were offered as well as release time for teachers across the district. 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.Continue to provide professional development in the area of Mathematics specially for at-risk and English learners (model lessons)</p>	<p>Base 20,000</p>	<ul style="list-style-type: none"> • Teachers attended workshops at the district and county level regarding Math standards and strategies. • Creekside continues to allot time for site-led and consultant-led professional development sessions. • GY - Teachers have attended 	<p>Base 20,000</p> <p>Supplemental and Concentration 7,729</p>

		<p>Number Talks trainings</p> <ul style="list-style-type: none"> • NM - Conferences offered at the site level. Teachers must present tidbits on their lessons learned after a conference. • NM - Sending more teachers to PD. Teachers going to the three day Fractions in the Common Core. • AVE - AVE teachers have received math professional development monthly • LP -Teachers attended workshops at the district and county level regarding Math standards and strategies. <p>Patterson High continues to allot time for site-led and consultant-led professional development sessions as well as release time for teachers to go observe other math teachers.</p> <ul style="list-style-type: none"> • AVE - 8 Teachers have attended Number Talks trainings • LP - Teachers were provided a half a day for Math Walks. Teachers visited and observed their peers to discuss effective strategies and where more work is needed to improve student learning. • NM - February 24th was used for Dreambox and the Mathematical Practices did not occur. A Khoot.it mini-training has a mathematical practice question to give data before our next PD on April 20th. • Creekside teachers piloted different instructional materials for mathematics prior to selecting a publisher. • K -5 is in the middle of a math adoption. <p>High school math teachers have also selected a new math program.</p> <ul style="list-style-type: none"> • District wide - professional development has been provided to 	
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		<p>all math teachers district wide. It has addressed the needs of English learners and at risk students.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.Maintain math consultant to focus on the implementation of Common Core Math Standards</p>	<p>Base 10,000</p>	<p>GY - SCOE has provided principal walk through observation and debrief and modeled lessons for teachers in 4th and 2nd grade. Adminstrator Math Walks had a district level for both elementary and secondary Math consultant is being used at PHS to support math department in their quest for a permanant math curriculum as part of the pilot process this spring LP - We had the county Math expert participate with us in the site Math Walks to give feedback and suggestions to improve instruction. NM - We had our final meeting a few weeks back. We will continue to use the discourse rubric and make this a focus us going further. Creekside's last math lesson study for 6th grade will be held in May. District wide - math consultant has worked with all math grade spans: K - 5, 6 - 8 and 9 - 12</p> <ul style="list-style-type: none"> • Did not budget sufficiently to cover the SCOE consultant's fee 	<p>Base 10,000 Supplemental and Concentration 56,550</p>

<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Provide model lessons for 3 additional groups of teachers</p>	<p>Base 15,000</p>	<ul style="list-style-type: none"> • Creekside mathematics teachers have participated in model lesson sessions. • NM - SCOE meeting with Admin and Teacher teams on a district level. May use for a parent night. • PHS mathematics teachers are scheduled participated in model lesson sessions in March and April in groups of 3 for Integrated Math 1 and Integrated Math 2 • District wide - Model lessons have been provided for all grade levels 	<p>Base 15,000 5,090</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Provide release time for peer observations</p>	<p>Base 20,000</p>	<ul style="list-style-type: none"> • AVE - Two first year teachers have had release time for peer 	<p>Base 20,000</p>

- observations.
 - Creekside mathematics teachers have been given time through lesson studies to observe peers.
 - DP -New Hires have been provided the opportunity to observe colleagues
 - GY - One teacher has observed a grade level colleague at another school.
- Peer release time offered to PHS teachers on an as needed basis for course development and personal growth throughout last year and this year to date.
- LP -Teachers are provided a time to walk through classes on campus and at fellow campuses to observe their peers teaching various subjects.
 - NM - site math walks should occur after Feb 24th -
- Peer release time offered to teachers on an as needed basis for course development and personal growth throughout last year and this year to date.
- AVE - Two first year teachers have had release time for peer observations.
 - LP - Teachers are provided a time to walk through classes on campus and at fellow campuses to observe their peers teaching various subjects.
 - GY - One teacher has observed a grade level colleague at another school. - Planned for April
 - LP - All teachers were provided time to participate in Math walks to observe their peers during instruction
 - Creekside math teachers continue to participate in lesson studies.

<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.Support District Lead Teacher stipends to deliver grade level and content specific PD</p>	<p>Base 47,500</p>	<p>We have district lead teachers at all grade level</p> <ul style="list-style-type: none"> • First • Second • Third • Fourth • Fifth • Special Education • Dual Immersion (new this year) <p>Secondary content areas Include:</p> <ul style="list-style-type: none"> • 6 - 8 ELA • 9 - 12 ELA • 6 - 8 math • 9 - 12 Math • 6 - 8 Science (new this year) • 9 - 12 Science • 6 - 8 History (new this year) • 6 - 12 Elective • 6 - 12 PE 	<p>Base 47,500</p> <hr/> <p>Supplemental and Concentration 25,626</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

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<p>7.Maintain 3 Teachers on Special Assignments to support Common Core transition</p>	<p>Base 308,648</p>	<p>Funding Elementary Curriculum Coordinator, Secondary Curriculum Coordinator, Educational Technology Coordinator</p>	<p>Base 308,648</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8.Provide Release time teachers for full day collaboration</p>	<p>Base 20,000</p>	<ul style="list-style-type: none"> • AVE - Teachers had planning/collaboration time at the math demo lessons <p>Creekside mathematics teachers have been provided full-day collaboration time.</p> <ul style="list-style-type: none"> • DP -New Hires have been provided the opportunity to collaborate • GY - 4 and 5th grade teacher will be released on 12/9/15 to plan STEM lessons. • LP - Teachers are provided two full release days a year to collaborate as a grade level, once in the fall and once in the spring. • NM - Site does ½ days after benchmarks...District Level doing this for math. • AVE - Teachers had planning/collaboration time at the math demo lessons • LP - Teachers are provided two full 	<p>Base 20,000</p>

		<p>release days a year to collaborate as a grade level, once in the fall and once in the spring.</p> <ul style="list-style-type: none"> • GY Update - 4 and 5th grade teacher will be released on 12/11/15 to plan STEM lessons and on 2/5/16 and 4/4/16. All teachers have been released to collaborate on ELA and math collaboration. • AVE - Each grade level has had a full release day for planning with the exception of kinder. They made an alternate collaboration schedule because they did not want to be out of the classrooms. • NM - We continued with a ½ day in March. THUS WE HAVE two ½ day collaboration thus meeting this goal. 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9.Develop a support plan to support new hires</p>	<p>Base 5,000</p>	<ul style="list-style-type: none"> • GY - New teachers meet with the principal and coach as part of new teacher induction. • LP - New teachers were provided with time to observe peers, trained to use curriculum, classroom management support and frequent feedback. • NM - We have a new orientation checklist, a training day, etc. 	<p>Base 5,000</p>

		<ul style="list-style-type: none"> • Newly hired instructors are met with quarterly (or as needed) to discuss progress, concerns or any site related items. • WG - New Teacher Recruitment brochure and PD. • LP - New teachers were provided with time to observe peers, trained to use curriculum, classroom management support and frequent feedback. • PHS has a New teachers Orientation at the start of the year where they meet with the different admin and office staff that run different programs. In addition throughout the year, they are provided opportunities to meet with different admin or specialized staff for targeted support and training (IE-how to submit grades mini trainings, Tech Talks with Saunders, etc). - New teachers are provided with release time to observe peers or be trained to use curriculum and expand classroom management skills on an as needed basis. PHS strives to ensure that at a minimum newly hired instructors are met with quarterly (or as needed) to discuss progress, concerns or any site related items. • Creekside will develop procedures for new certificated, classified, and administrative staff. 																					
<table border="1"> <tr> <td data-bbox="92 1292 243 1370">Scope of Service</td> <td data-bbox="243 1292 569 1370">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="92 1370 569 1403">-----</td> </tr> <tr> <td colspan="2" data-bbox="92 1403 569 1435">X All</td> </tr> <tr> <td colspan="2" data-bbox="92 1435 569 1468">OR:</td> </tr> <tr> <td colspan="2" data-bbox="92 1468 569 1495">_ Low Income pupils</td> </tr> </table>	Scope of Service	LEA Wide	-----		X All		OR:		_ Low Income pupils			<table border="1"> <tr> <td data-bbox="1031 1292 1182 1370">Scope of Service</td> <td data-bbox="1182 1292 1514 1370">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 1370 1514 1403">-----</td> </tr> <tr> <td colspan="2" data-bbox="1031 1403 1514 1435">_ All</td> </tr> <tr> <td colspan="2" data-bbox="1031 1435 1514 1468">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 1468 1514 1495">_ Low Income pupils</td> </tr> </table>	Scope of Service	LEA Wide	-----		_ All		OR:		_ Low Income pupils		
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_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
10. Offer ongoing professional development in CCSS, technology and current research based on best practices	Base 100,000	<ul style="list-style-type: none"> • Teachers have attended workshops at the district and county level. • Creekside teachers have received monthly professional development focused on using technology since our transition to a One-to-Web campus. • GY - Teachers participate in local, district and county workshops. • NM Offering ETC to teachers to support as a site. IPrincipal also lead a Google Workshop at the site and for District Office Professional Development day. • NM - PD opportunities to SCOE have been offered and accepted by a few teachers. • LP -Teachers have attended workshops at the district and county level. Training on the use of new teachers computers Professional Development Plan for the year is set and was aligned to meet this goal <ul style="list-style-type: none"> • CMS - We will also offer a student-led professional development in the area of technology for all of our students on February 26 • PHS teachers are receiving monthly professional development and exploration time during the second semester that focused on using technology as part of our preparation for the transition to 1:web • AVE - 11 teachers participated in the Educational Technology Conference (ETC) 	Base 100,000 Supplemental and Concentration 57,855

		<ul style="list-style-type: none"> • LP- Training was provided on the use of new teachers computers • LP - Many teachers attended the ETC conference in Feb. • LP - Teachers have continued to attend workshops on Math and participated in site Math walks to improve instruction. • District wide - Number of teachers that participated in the ETC conference <p>AV 11 CMS 11 DP 1 DO 5 GRY 1 LP 10 NM 8 PHS 22 WG 25</p> <ul style="list-style-type: none"> • Creekside has participated in Hapara training to more closely monitor student web activity. • District wide - teachers receive professional development at a district level once a month led by district lead teachers. Once a year a district wide conference is also held for all employees. This year it was held on Feb. 29th. • Additionally funds were used to pay for workshops and conferences in the area associated with action 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
11. Offer Professional Development for Dual Immersion to strengthen Dual Immersion Programs	Supplemental and Concentration 15,000	<ul style="list-style-type: none"> Teachers attend the TWI conference during the summer of 2015 additionally, Dr. Flores presented on dual immersion on 11/4/15. Connected with the Central Valley Dual Consortium in order to offer grade level specific PD. Walnut Grove was nominated as Dual Immersion site of Distinction <ul style="list-style-type: none"> District wide - Central Valley Dual Consortium offered grade level professional development across the county District wide - grade alike workshops were developed at the county level to serve dual immersion teachers. A couple of our teachers participated. 	Base 15,000 Supplemental and Concentration 5,370
Scope of Service: Grayson Walnut <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Grayson, Walnut <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Provide technological hardware and resources as the 1: Web implementation is phased in at grades 6 – 8.	Base 1.800,000	<ul style="list-style-type: none"> Creekside has allotted additional funds in our site plan to repair/replace both staff and student technological devices. GY K - 5 grade students have access to the computer lab and 2-5 	Base 1.800,00 Supplemental and Concentration 27,803

		<p>have a chromebook cart per grade level.</p> <ul style="list-style-type: none"> • NM - We have Chrome carts supported • PHS - Most teachers have been provided with devices. Student devices have arrived and plans are underway to deploy them in late Spring. <p>Patterson High has allotted additional funds in our site plan to repair/replace both staff and student technological devices, increase access to chromebooks and expand access points to parents in the office. Additional equipment has been ordered to expand the usability of the chromebooks in science courses (probeware).</p> <ul style="list-style-type: none"> • AVE - 3-5th grades are now one-to-student. • LP - All 4th and 5th grade classes have one chromebook per student. 2nd and 3rd grade classes have two carts per grade level currently shared by four teachers. • NM - April: 5th will be one to web this year. All 2-4 teachers will share a cart with a partner teacher. 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>13.Create curriculum maps to align to</p>	<p>Base 60,000</p>	<ul style="list-style-type: none"> • GY - Curriculum maps and pacing 	<p>Base 60,000</p>

<p>Common Core</p>		<p>guides have been shared with teachers.</p> <ul style="list-style-type: none"> • During the summer, curriculum time was offered for departments to align curriculum maps and pacing guides to new standards. this process was continued midyear with a focus on completing online submission documents for A_G approval for courses (ag mechanics, Logistics 2, ..) as well as to complete 2+2 articulation documents with Modesto Junior College. • Creekside developed curricular maps during April professional development training. • Common Core material was purchased alongside the alignment of curriculum maps 	<p>Supplemental and Concentration 24,591</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>14. Provide and common core assessments for all content areas</p>	<p>Base 20,000</p>	<ul style="list-style-type: none"> • Creekside teachers utilize district-developed benchmarks and writing assessments in all content areas. • NM create smaller assessment after benchmarks to retest skills OR to test new skills. • This was summer project for core subjects. <p>Patterson High teachers utilize district-</p>	<p>Base 20,000</p>

		<p>developed benchmarks and writing assessments in all content areas.</p> <ul style="list-style-type: none"> • GY ENY Math and district assessments for grades K <p>Common core assessments were created over the summer by district lead teachers.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>15. Provide CCSS instructional materials with embedded assessments to ensure quality CCSS implementation</p>	<p>Base 150,000</p>	<p>Provided materials for ELA and Math Ongoing</p> <p>PHS In process of piloting CCSS instructional materials for Math for adoption in summer 2016</p> <p>K - 5 math in currently piloting math materials</p> <p>6 - 8 6 Math has selected math publisher</p> <p>English Language Arts Adoption and English Language Development Programs will be reviewed next school year.</p> <ul style="list-style-type: none"> • Math adoption supplementary materials were purchased. 	<p>Base 150,000</p> <p>Supplemental and Concentration 116,235</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
16. Hire additional elementary music teacher	Base 75,000	Hired an Elementary Teacher. Total of 4 music teachers in the district	Base 75,000
Scope of Service K - 5 <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K - 5 Elementary <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing the monitor and progress of the actions, services and expenditures the following will be addressed: <ul style="list-style-type: none"> • funds will be set aside for the English Language Arts Adoption • continued creation and implementation of Common Core aligned assessments • NGSS standards will be addressed specifically • Project Lead the Way will be implemented district wide and money allocated to support this action 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 3: PJUSD will provide a safe and welcoming environment where students attend and are connected to their schools.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Local: #3 Ensure a Safe & Healthy Environment</u>									
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:										
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain the middle school dropout rate Decrease the high school dropout rate by 2% for all groups Increase CTE enrollment by 2% Decrease truancy rate by 2% Decrease the chronic absenteeism rate by 1% Decrease the suspension rate by 1% Maintain the expulsion rate Increase stakeholder participation at each school site by 5% 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Middle school dropout is .01% Drop out rates as follows <table border="0"> <tr> <td>13 - 14</td> <td>14-15</td> <td></td> </tr> <tr> <td>Del Puerto</td> <td>16.4%</td> <td>11.4%</td> </tr> <tr> <td>Patterson High</td> <td>.7%</td> <td>.5%</td> </tr> </table> <p>CTE enrollment is currently - Current Truancy rate is 42.52% 13-14 was 32.45% Current Suspension rate 8.42% 13 -14 was 6.84% Current expulsion rate is .42% 13-14 was .58% Baseline needs to be established for stakeholder participation. No clear data collected</p>	13 - 14	14-15		Del Puerto	16.4%	11.4%	Patterson High	.7%	.5%
13 - 14	14-15										
Del Puerto	16.4%	11.4%									
Patterson High	.7%	.5%									
LCAP Year: 2015 - 2015											
Planned Actions/Services		Actual Actions/Services									
1. Increase Student Specialist at each site by 1 day	Budgeted Expenditures		Estimated Actual Annual Expenditures								
	<table border="0"> <tr> <td>Base 100,000</td> </tr> <tr> <td>Title I 100,000</td> </tr> </table>	Base 100,000	Title I 100,000	AVE - We have a SAS three days a week. DP was recommended to have a SAP 3 days a week. This year we have 2 days. GY - Student Assistant Specialist comes to GY 2 x week. LP - We added one more day to the SAP provider contract for a total of three days. PHS - Currently have 1 full time SAP fully funded for the entire year. We are	<table border="0"> <tr> <td>Base 100,000</td> </tr> <tr> <td>Title I 100,000</td> </tr> <tr> <td>Supplemental and Concentration 30,215</td> </tr> </table>	Base 100,000	Title I 100,000	Supplemental and Concentration 30,215			
Base 100,000											
Title I 100,000											
Base 100,000											
Title I 100,000											
Supplemental and Concentration 30,215											

		<p>in the process of securing a second full time person for the second semester with CHS. Start date will be determined by the availability of the person to start and if CHS has to hire to fill the position.</p> <p>WG -Student Specialist assistant at WG 5 days a week.</p> <p>DP - As of January 2016, DP has 3 days of SAP service.</p> <p>CMS - Creekside has a student assistant available 5 days per week.</p> <p>NM -currently has 3 Student Assistance Specialist - increase of one day</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.Maintain a college and career counselor</p>	<p>Base 75,000</p>	<p>PHS - Completed in 2015-16 with the addition of a new counselor and a counselor designated as College/Career only located in the library. College and career center established in 15-16 with development of the center being the focus for 16-17. WG - Graduation Coach to service 20 high risk 8th graders was also hired</p>	<p>Base 75,000</p>
<p>Scope of Service Patterson High</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service Patterson High</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Add additional academic counselor time</p>	<p>Supplemental and Concentration 100,000</p>	<p>Creekside has increased from one full-time counselor to two full-time counselors. WG - Graduation Coach and Student Assistance Specialist were hired</p>	<p>Supplemental and Concentration 96,168</p>
<p>Scope of Service Creekside Walnut</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Creekside & Walnut</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Consulting will be provided for Foster Youth, English Learners, and Redesignated English Learners at secondary level</p>	<p>Title I 100,000 Title III 40,000</p>	<p>PHS - Migrant services available on-site 3 days a week for 3 hours each day PHS -SAP counseling services available for foster student along with other at risk populations PHS - Redesignation meetings held after Language Assessment results received with students as appropriate. TOSA for EL's provided at the site for students/parents in 2014-15 and currently in process of filling position for 15-16 school year PHS - Rise above offered on Sept 19th for 4 hours for parents on how to be an advocate for your foster child's education districtwide. PHS submitted</p>	<p>Title I 100,000 Title III 40,000</p>

		<p>information in brochure form for parents at the event. Ongoing training provided to site staff on foster student related items in September to CARE Student Specialist assistant at WG 5 days a week.</p> <p>WG has a part time EL Coach who specifically serves the needs of English Learners and Redesignated Students CMS - has full time EL Coach who specifically serves the needs of English Learners and Redesignated Students. PHS -has a part time EL Coach who specifically serves the needs of English Learners and Redesignated Students DP - Guidance counselor serves the needs of foster youth, English Learners and Redesignated English Learners.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Maintain three full time security officers in order to sustain positive relationships with students and staff as well as maintain safety and security</p>	<p>Base 120,000</p>	<p>GY -Security Officer visits Grayson occasionally PHS -Along with our 3 campus supervisors, the district has added a campus security officer for the high school to help us maintain a safe campus. He works with the district's security supervisor to provide the high school with additional support. CMS - Creekside employs a full-time school security officer to build</p>	<p>Base 120,000</p>

		relationships with students and maintain safety. District wide - all sites are served with security officers.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide	
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6. Security cameras will be installed at one additional school site.	Base 52,000	<p>Creekside is investigating purchasing additional security cameras.</p> <p>DP has security cameras</p> <p>NM - Security System added</p> <p>PHS - Security cameras have been installed and have proven to be useful in investigating issues that have arisen over the last 2 school years.</p> <p>NM - Will get a quote for additional cameras and take from LCAP funds once curriculum has been secured.</p> <p>DP has security cameras and has ordered to replace a new computer and access to camera in the principal's office for confidentiality.</p> <p>CMS - Additional security cameras were installed at Creekside the week of February 8th.</p> <p>GY -A new camera system has been installed</p> <p>AVE -Security camera system was installed around our front office building to provide coverage of our parking lot, quad, and front drop off.</p> <p>NM - Site looking into a quote for additional cameras for my Phase Two</p>	<p>Base 52,000</p> <p>Supplemental and Concentration 22,181</p>				

		<p>plans. New security cameras were installed at Creekside in March 2016 Added cameras at additional sites</p>	
<p>Scope of Service Northmead</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Northmead, Creekside, Northmead, Del Puerto, Grayson</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>7. Maintain Canine Detection program</p>	<p>Base 10,000</p>	<p>Creekside has had three visitations so far this year from the KIDDS program. DP has contract with K9 services through KIDS inc. KIDS (Kanine Interdiction Detective Services) has been contracted through the district to visit schools on a random basis. CMS - one additional visitation was completed after December PHS - has contract with K9 services Creekside had an additional KIDDS visitation in April 2016. Provided additional services to sites</p>	<p>Base 10,000 Supplemental and Concentration 10,000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>8. Attendance incentives will be provided for all students.</p>	<p>Base 25,000</p>	<p>We have Perfect Attendance Awards and class incentives for attendance as well Creekside honors student attendance twice per year at awards assemblies. DP students can earn incentives weekly by having lunch w/ the principal at McDs or Pizza Plus. GY -Student motivation and recognition at assemblies LP - We provide students with awards and recognition for perfect attendance every semester and class attendance monthly PHS - We have partnered with the Stockton Heat to provide incentives for student attendance. WG -Popcorn parties for classrooms that spell perfect attendance everyday 100% are at school and on time. Semester awards assemblies. NM - Iron man, perfect attendance awards, popcorn prizes. AVE - We have Perfect Attendance Awards and class incentives for attendance as well LP - We provide students with awards and recognition for perfect attendance every semester and class attendance monthly. LP - Continue to recognize classes with the highest percentage of attendance for the month</p>	<p>Base 25,000 Supplemental and Concentration 2712</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
9. Chronic absent students will be monitored and resources provided to increase attendance.	Base 5,000	AVE - Monthly meetings held at the district level We are using the HR intervention system for attendance Creekside's attendance clerk monitors attendance and works with administrators to schedule SART and SARB meetings. GY - Letters have been mailed home and meetings with the principal. LP -Phone calls and SART meetings are done at the site to inform parents of attendance and to offer help for the family if needed. NM - Assistant Principal monitors attendance and uses Security Officer to make initial contact. Our new Clerk helps call to verify absences...Childware and Attendance Office wants us to clear them if they do not call back from the automated phone calls. PHS - Students who show poor attendance meet with our Student Support Coordinator, go through SART and SARB. Individual and family counseling is provided when appropriate. WG - Comply with SART/SARB process. Popcorn parties for classrooms that spell perfect attendance everyday 100% are at school and on time. Semester awards assemblies NM - Process papers will be reviewed with Admin and front office AVE-We are using the HR intervention system for attendance LP - Phone calls and SART meetings	Base 5,000

		<p>are done at the site to inform parents of attendance and to offer help for the family if needed. LP - SART meetings and phone calls continue, along with home visits by the security officer or administration. LP - Beginning to monitor early outs through the Stan Reads Initiative.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Provide training for yard duties/campus supervisors</p>	<p>Base 5,000</p>	<p>Creekside campus supervisors meet monthly with the assistant principals and have received opportunities for training through the district professional development program GY -Yard duty personnel will be part of PBIS NM - Site based meetings help with training. Will expand this through PBIS. PHS - The district provides annual training for the campus supervisors. WG - Monthly safety meetings are held with all student supervision staff. NM - Yard Duty confirmed as a member of our PBIS team. NM - We will look into sending staff to the PRO-ACT training. Districtwide - training provided for yard duties and district staff on Feb. 29</p>	<p>Base 5,000</p>

<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide	<hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide	<hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>11. Provide personnel and resources for behavior intervention rooms</p>	<p>Base 40,000</p>	<p>Creekside maintains a behavior intervention room supervisor on a daily basis. GY - Positive Behavior Intervention System (PBIS) training in the Spring PHS - We have a full-time In-house Monitor that works with the administration and instructional staff to monitor students who need behavior modification. Added personnel to provide support</p>	<p>Base 40,000 Supplemental and Concentration 52,209</p>								
<table border="1"> <tr> <td>Scope of Service</td> <td>Creekside</td> </tr> <tr> <td colspan="2"> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Creekside	<hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>Creekside & Patterson High</td> </tr> <tr> <td colspan="2"> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Creekside & Patterson High	<hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After review the actions, services and expenditures the following will be addressed:</p> <ul style="list-style-type: none"> • Truancy rates will be better monitored and supports put in place • Increase the Student Assistance Support for the sites that still need it • Define behavior intervention rooms 										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Goal 4: PJUSD will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Local: #3 Ensure a Safe & Healthy Environment # 7 Provide Inclusive Participation of Community Stakeholders	
Goal Applies to:	Schools: All Schools			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the number of parent workshops offered Increase the number of participants at parent workshops/event/meetings Increase attendance rate by 1% at all sites Increase stakeholder participation at each school site by 5% 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Every school site offered at least 4 parent workshops during the school year Data being compiled for participation baseline Current Attendance data 	
LCAP Year: 2015 - 2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Family Partnerships will be strengthened by offering engagement opportunities	Base 20,000	Parent Night was held on November 19th. Creekside has developed a functioning Parent-Teacher Organization (PTO), as well as including parents in site visitations. DP will partner with PHS to host Parent Partners. GY - Parenting Partners classes are offered to parents. In addition to activities sponsored by the Parent Club, School Site Council and ELAC committees LP - The first session of Parenting Partners classes are half way over. We held a literacy night for parents and students and will be holding Math,	Base 20,000 Supplemental and Concentration 27,126	

		<p>Science and NEU nights in the future. NM - PTO, Parenting Partners, ELAC, Parent nights. PHS - ELAC meets 5 x's a year for parents of students who are EL's and engages in fundraising activities for said student subgroup for college scholarships PHS - ELAC parents invited to attend Regional CAFE in October 2015 PHS - Parenting Partners is scheduled for 2 cohorts for 2015-16 school year which is an increase from last year of only 1 WG - Parenting Partners will be offered twice a year. DP - will partner with PHS to host Parent Partners in collaboration with PHS. First Class began Jan. 19th. AVE -Parent Partnership program was offered in two languages. AVE -Active PTO group AVE - Active ELAC opportunities and meetings LP - Math Night was held at the end of February. Second session of Parenting Partners is currently underway. Creekside continues with its PTO meetings. DP - Parenting Partners session has been completed on March 1, 2016.</p> <ul style="list-style-type: none"> • Purchased the Parenting Partner program along with training for all school sites. 	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Offer parent workshops on supporting parents with academics at home as well as College Readiness information at all grade spans	Title I 20,000	AVE - Addressed in Parent Night sessions Creekside has offered Parenting University sessions this fall and is planning for the spring. Parents have also participated in school visitation and review sessions. GY - Parenting Partners classes are offered to parents. LP - First session of Parenting Partners in half way completed. NM - WE plan to have 3 grade level specific trainings and at least one parent night. PHS - Sent 7 parents to the regional CABE conference in October 2015 PHS - Parenting Partners cohorts scheduled for spring 2016 for 2 cohorts PHS - College Information Nights provided by College and Career counselor NM - Two night offered this year LP - The first session of Parenting Partners classes is complete and we are preparing for our next session. It will begin in late February LP - Second session of Parenting Partners has begun Del Puerto held 2 financial aid workshops for parents and students. During this time, parents and students received assistance in completing their applications. Our SAPs (Diana Aldama & Jamiqua) and Principal assisted 1/27/16 & 3/1/16	Base 20,000
Scope of Service Patterson High		Scope of Service LEA wide	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3. Computer lab will be open 4 times a week to allow student and parents to access technology and internet services.</p>	<p>Base 30,000</p>	<p>AVE - The lab is open after school five days a week. We are offering a Lexia Intervention that is supervised by a ParaEducator. Creekside students have opportunities for access to technology through the One-to-Web program. The college and career center (Room C11) is also open both before school and after school to allow students wi-fi access GY - Computer lab and chromebook carts are available for all students. NM - will provide on this for 2 day a week regardless. PHS - Computer lab is open M-F from 7-7:45 am in room 202 PHS - Computer lab is open M-H from 3-4:30 pm in room 202 in addition to another computer lab that is open for just Cyberhigh coursework in room 910 M-H during the same timeframe WG 6-8 students have a chromebook. Each grade level in K-5 has a chromebook chart. Computer lab available.</p>	<p>Base 30,000</p>
<p>Scope of Service Creekside Walnut ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>		<p>Scope of Service LEA Wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>4. Community Navigator (liaison) will be maintained to United Patterson Initiative philosophy and services community wide .</p>	<p>Base 60,000</p>	<p>District support for all sites AVE Community Navigator came to our Parent Night LP - Community Navigator continues to Assist LP with the Stanislaus Reads Initiative and registering families for the Imagination Library.</p>	<p>Base 60,000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>5. Educational opportunities for parents (ie GED, ESL, PIQUE and family literacy) will be offered to parents</p>	<p>Base 40,000</p>	<p>Several parents attend ESL classes and Parenting Partners classes. Parenting Partners and Parent Nights. Parenting Partners is offered to Parents. Scheduled for 2 cohorts in 2016 Spring. 25 parents completed the 1st cohort last school year. DP - ESL & GED classes have started Jan. 19th. These are opne to the community ESL GED Citizenship Bookkeeping</p>	<p>Supplemental and Concentration 9,621</p> <hr/> <p>Base 40,000</p>

Scope of Service LEA Wide		Scope of Service LEA Wide	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing the actions, services and expenditures the following will be addressed: <ul style="list-style-type: none"> • establish formula to measure parent engagement • 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$9,308,326
The Patterson Joint Unified School District is projected to receive \$2.8 million in additional funding in 2016-17. Patterson School District has a low-income rate of 77.87% district wide. This high percentage justifies the use of LCAP funds district wide. These funds are calculated based on the number of English learners, students identified as low income, and foster youth. Funds will be used to provide Mental Health Services which include behavior interventions and counseling services, provide Professional Development for teachers and parents centered around Common Core, increase parent involvement, increase student achievement and graduation rates, decrease suspension , decrease chronic absenteeism rates and provide remediation and enrichment opportunities for all subgroups.	

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

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

20.9	%
The increase in proportionality for English Learners, Low Income, and Foster Youth is 20.9% over prior year spending. Actions will ensure equity and increased services for all high priority students as well as to increase services to all students due to our large population of English Learners, Low Income students and Foster Youth.	
The district recognizes that these funds are generated in order to serve the focus students, some services may, should need arise, be utilized for student outside the focus groups. While the majority of students served will be focus students (seventy four percent) there may be other students in need that the district does not want to ignore. By providing services identified without limits, PJUSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the PJUSD Local Control Accountability Plan and addresses the needs of our district’s English Learners, low income and foster youth.	
PJUSD will offer continue to provide programs and services for the 2015 – 2016 school years. These include a district liaison for family engagement, a No Excuses Program	

District Wide, a college and career counselor at the high school, and increased student specialist support at all sites. The following programs and supports will be strengthened: AVID, Positive Behavior Support Program, target interventions, attendance incentives. School wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also greatly impact the targeted subgroups.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015 - 2015 Annual Update Budgeted	2015 - 2015 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	3,212,567.80	4,158,780.80	4,593,149.50	4,613,149.50	4,593,149.50	13,799,448.50
Base	2,068,149.80	2,412,998.80	1,663,148.00	1,683,148.00	1,663,148.00	5,009,444.00
California Career Pathways Trust	469,418.00	469,418.00	300,000.00	300,000.00	300,000.00	900,000.00
Supplemental and Concentration	405,000.00	921,364.00	2,330,001.50	2,330,001.50	2,330,001.50	6,990,004.50
Title I	230,000.00	315,000.00	300,000.00	300,000.00	300,000.00	900,000.00
Title III	40,000.00	40,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015 - 2015 Annual Update Budgeted	2015 - 2015 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	0.00	0.00	310,000.00	310,000.00	310,000.00	930,000.00
	0.00	0.00	310,000.00	310,000.00	310,000.00	930,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015 - 2015 Annual Update Budgeted	2015 - 2015 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	0.00	0.00	310,000.00	310,000.00	310,000.00	930,000.00
	California Career Pathways Trust	0.00	0.00	300,000.00	300,000.00	300,000.00	900,000.00
	Supplemental and Concentration	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).