Introduction:

LEA: Snowline Joint Unified School District Contact (Name, Title, Email, Phone Number): Luke Ontiveros, Superintendent, luke_ontiveros@snowlineschools.com, 760-868-5817 LCAP Year: 2015-2016

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**
<u>Overview</u> The Snowline Joint Unified School District Board of Trustees has identified two goals that establish a framework for direction relative to all district efforts. Those two goals are: ▪ **Board Goal 1: The Superintendent will facilitate a Professional Learning Community that will implement systems designed to ensure student success through educational pathways that support the ongoing commitment to ensure endless possibilities for all students through high levels of learning.** ▪ **Board Goal 2: The Superintendent will facilitate a Professional**	

Learning Community that will implement systems designed to increase parent and community engagement into the ongoing efforts of the districts' schools to ensure endless possibilities for all students through high levels of learning. In establishing the focus around which the Local Control and Accountability Plan (LCAP) is established, in addition to the Board goals, a commitment has been made to maintain the learning focus of Snowline Joint Unified School District, which is: "ensuring endless possibilities for all students through high levels of learning." As such, the district's work relative to LCAP will be to align the district's Board goals and identified progress outcomes within the eight state priority areas required in the LCAP. In the development of the initial LCAP for the 2014-2015 school year, SMART goals were established around specific outcomes related to Snowline's commitment to the utilization of the Professional Learning Community (PLC) process to build a framework for the implementation of Common Core State Standards (CCSS) and support Positive Behavior Interventions and Supports (PBIS) in all district schools, in addition to enhancement of parent and community support of student achievement. As the 2015-2016 LCAP development began, reevaluation of the initial LCAP determined that the original LCAP goals were aligned to the proposed LCAP evaluation template metrics presented to the California State Board of Education in March 2015. Consequently, the focus of the 2015-16 LCAP was narrowed from the original 18 SMART goals from 2013-2014 to four goals centered on PLC, PBIS, parent and community involvement, and basic services, with each of the original 18 SMART goals identified as a metric by which to gauge progress toward the 2015-16 goals. This concept is consistent with the evolution of the LCAP template, by which the prior year's sections 2 and 3 have been consolidated into	Orientation of SPSAs to LCAP and Board Goals has aligned focus across all districts sites and established standardized application of PLC processes in particular through the PLC Cycle established by Snowline Instructional Coaches in the identification of Goal 1. Establishment of a Positive Behavior Leadership Team (PBLT) provided calibration of PBIS efforts across all Snowline sites in support of LCAP Goal 2 on a district-wide scale.

the current year's section 2 (In the initial LCAP template, section 2 was titled "Goals and Progress Indicators", while section 3 was titled "Actions, Services, and Expenditures." The 2015-2016 template Section 2 is titled "Goals, Actions, Expenditures, and Progress Indicators" with "Action and Services" articulated within the section). The following table reflects the alignment of the initial LCAP goals as outcome measures related to each of the four 2015-2016 LCAP goals:

2015-2018 LCAP Goal #1: All students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments (students will use evidence to support all of their claims when they are reading, writing and speaking in all disciplines) to ensure a guaranteed and viable curriculum.	**Related 2014-2015 LCAP SMART Goals:** **2.1, 2.2, 4.1, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2**
2015-2018 LCAP Goal #2: A prosocial learning environment in which students' needs—socially, emotionally, and academically—are met exists on every school site in every classroom. Expectations are clearly articulated, creating consistent, positive, predictable, safe, and nurturing learning conditions for all students.	**Related 2014-2015 LCAP SMART Goals:** **5.1, 5.2, 6.1, 6.2**
2015-2018 LCAP Goal #3: Establish Community Cabinet (district) and Action Teams for Partnership (ATP) as points of connection that facilitate services, resources, and support to empower our school communities and as a	**Related 2014-2015 LCAP SMART Goals:** **3.1, 3.2**

Utilization of San Bernardino County Cradle to Career framework provide foundation for broadening the scope of the Snowline Community Cabinet from an LCAP Advisory function to a community-wide resource, which along with Action Teams for Partnerships (ATP) establish the basis for Goal 3.

consequence, the community at large.	
2015-2018 LCAP Goal #4: Appropriately certified teachers utilizing standards-aligned and approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings.	**Related 2014-2015 LCAP SMART Goals:** **1.1**

As a result, the LCAP represents Snowline's Strategic Plan to "ensure endless possibilities for all students through high levels of learning." In an effort to align schools with that Strategic Plan, the three goals relating to PLC, PBIS, and parent and community involvement have been a focus of each site's Single Plan for Student Achievement (SPSA) with the original SMART goals identified as a metric by which to gauge progress.

The goals contained in the 2015-2016 LCAP leverage the actions and services identified in the 2013-2014 LCAP in furthering the objective of "ensuring endless possibilities for all students through high levels of learning." Consequently, the actions and services delineated in the initial LCAP have become the foundation for the ongoing work that is contained within the goals of the 2015-2016 LCAP.

Involvement Processes

Ongoing involvement in LCAP implementation centered in three areas:

1) Leadership Council, comprised of Snowline administrators (certificated and classified) and Instructional Coaches whose primary role was the orientation and alignment, and articulation of LCAP goals across district to impact all students at all sites.

1) Development and implementation of PLC Cycle by Instructional Coaches in conjunction with site PLC teams established system for integrating transition to CCSS and UbD Unit Development.

2) Community Cabinet, which was formed as a parent advisory group in support of LCAP stakeholder engagement comprised of representatives from within and across schools, including DELAC officers, representation of Low Income and Foster Youth populations, leadership from the classified bargaining unit (Snowline has no certificated bargaining unit), as well as the community at large—business, community organizations, and faith community—in articulating Snowline work to the community at large and serve as in an advisory capacity to the Superintendent. 3) Input efforts, which consisted of eliciting information from schools, staff, and the community relative to LCAP goals. <u>August-December</u> 1) Leadership Council: Implementation of 2014-15 LCAP Actions and Services and alignment of site efforts toward SMART Goals within SPSAs. • August 6, September 5, October 20, November 17, 2014 2) Community Cabinet: Orientation around 2014-2015 Actions and Services relative to Community Cabinet's role, particularly in relation to San Bernardino County Cradle to Career Roadmap. Built capacity and membership within Community Cabinet, expanding membership from 12 to approximately 40 representatives. • October 1, October 30, November 20, December 11, 2014	2) Combining school and community involvement efforts to establish partnership and resource development in support of school and community outcomes. 3) Orientation of 2014/15 SMART goals as progress indicators related to 2015/2016 LCAP goals. In order to align district-wide efforts, three goals specific to all sites, grade levels, and student populations were generated to support student learning outcomes. A fourth goal related to basic services was identified as well.

3) Input efforts consisted primarily of outreach to community groups in communicating LCFF requirements and 2014-2015 LCAP goals to district schools and a wide range of community groups through presentations by Superintendent and staff. • PTA/Parent Groups: 8/25/14—Pinon Hills, 9/2/14—Baldy Mesa, 9/4/14—Quail Valley, 9/5/14—Heritage, 9/11/14—Phelan, 9/12/14—Serrano • Community Groups: 9/2/14—Wrightwood Property Owners, 10/1/14—Phelan Senior Citizens, 10/2/14—Tri-Community Action Committee, 10/6/14—Pinon Hills Chamber of Commerce, 10/7/14—Phelan Chamber of Commerce, 10/16/14—Pinon Hills Senior Citizens, 10/29/14—Community Presentation, Serrano Performing Arts Center • School Staff LCFF/LCAP presentations: 11/20/14—Serrano High School, 12/3/14—Snowline Virtual School/Pinon Hills, 12/4/14—Quail Valley/Wrightwood/Phelan, 12/5/14—Baldy Mesa, 12/8/14—Pinon Mesa, 12/9/14—Vista Verde, 12/10/14—Chaparral/Eagle Summit/Wrightwood	
<u>January-May</u> 1) Leadership Council: re-oriented function to narrow the focus across the district in order to align efforts in all district schools to enhance alignment between sites and levels in order to improve core support for all students. Input from instructional coaches, based on survey results of PLC teams at all sites were utilized in formulation of Goal 1. • January 26, February 4, February 23, March 4, March 23, April 1, April 20, May 6, May 18, 2015 2) Community Cabinet: generated mission statement that is reflected in Goal 2. The Community Cabinet conducted a Community Forum on April 30, 2015 around San Bernardino County Cradle to Career Roadmap and conducted	1) Generation of Goals 1, 2, and 3 for inclusion in 2015-2016 LCAP. The new LCAP goals serve as primary goals within SPSA to ensure alignment across district sites. Additionally, generation of multiple year database including metrics identified by 2014-15 LCAP SMART goals that will be utilized as progress monitoring measures in subsequent years as part of LCAP evaluation. 2) Expansion of role of Community Cabinet from solely Superintendent Advisory relative to LCAP to a community-wide resource to enhance communication,

subsequent online survey designed to generate input relative to LCAP goals. • January 29, February 19, March 12, April 23, May 28, 2015 3) Snowline Governing Board Workshop, January 26, 2015: Overview of 2014-2015 LCAP, focus efforts moving into 2015-16 LCAP generation and alignment of SPSAs around LCAP goals. 4) Conducted student forum to generate input relative to LCAP goals, with particular focus on college and career readiness, pathway development, and secondary course offerings. • March 10, 2015 5) District-wide employee input forum conducted on April 16, 2015 at the Joe Womack multi-purpose room on the Pinon Mesa Middle School campus. All employees provided with input opportunity relative to LCAP priorities. Additionally, and conducted subsequent online survey designed to generate input relative to LCAP goals.	involvement, and engagement in support of school and community outcomes. 3) Reviewed alignment of board goals and LCAP goals, highlighted focus on orientation of SPSAs to LCAP. 4) Generated input from selected Snowline pending high school graduates' perspectives on future modifications that would serve to enhance college and career readiness. Serrano High School Multi Media Academy students produced "Student Success Stories" video of forum to be utilized as part of ongoing planning. 5) Feedback incorporated into focusing 2014-2015 identified outcomes around a narrowed set of 2015-2016 goals that through system-wide implementation will generate the results identified in the initial LCAP goals.
Annual Update: The initial input meetings were focused on understanding the elements and requirements in the Local Control Funding Formula (LCFF) and LCAP. Additionally, review of the LCAP and the related actions and services were reviewed in order to accentuate that the goals would be ongoing outcome measures utilized to monitor	**Annual Update:** Early in calendar year 2015, as the proposed LCAP Evaluation rubric was introduced by WestEd for adoption by the California State Board of Education, it was apparent that the majority of the 2014-2015 SMART goals reflected

progress within schools and across the district. Through Leadership Council, sites worked to specifically align SPSAs to the LCAP goals and consequently narrowed the focus of school efforts toward key strategies that would result in enhanced outcomes relative to identified goals. Specifically, the four grades 9-12 programs developed a "united level" construct to generate strategies across all 9-12 programs as a means to broaden student access to resources with the identified outcomes of the development of pathway structures within and across all 9-12 programs. The realization from Leadership Council highlighted the importance of utilizing the LCAP as a Strategic Plan that aligned efforts across all schools rather than as an aggregate of various planning efforts that may not reflect system-wide alignment. Community Cabinet efforts to utilize the San Bernardino County Cradle to Career Roadmap in generating interdependence within and across Snowline's communities culminated in a Community Forum and ongoing efforts to narrow the focus around the five pillar elements of that framework—parents and family, education, government, business and labor, community and faith-based—to provide strategic and sustainable systems of support. Specific to school-site level. Input from various community meetings and in particular from the student forum emphasized the importance of college and career readiness across all groups. Specifically, student identification of career connections as a key component of educational experience was a point of emphasis.	in the LCAP would be utilized in the state's pending evaluation processes. Consequently, those goals were reoriented to progress monitoring metrics to be utilized to gauge ongoing effectiveness as the 2015-2016 LCAP was generated. Therefore the focus of the 2015-2016 was narrowed to four goals areas—instructional focus, school climate, parent and community engagement, and provision of basic services—that serve as cornerstones of all system-wide and school planning efforts—that generate a strategic shift in the planning process from compliance to capacity building. In the initial LCAP template, section 2 was titled "Goals and Progress Indicators", while section 3 was titled "Actions, Services, and Expenditures." The 2015-2016 template Section 2 is titled "Goals, Actions, Expenditures, and Progress Indicators" with "Action and Services" articulated within the section, which highlights the importance of integrating and synthesizing parts into a whole, which is what the input from the annual update processes provided.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	**All students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments (students will use evidence to support all of their claims when they are reading, writing and speaking in all disciplines) to ensure a guaranteed and viable curriculum.**	Related State and/or Local Priorities: 1 __ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _Board Goal #1__

Identified Need :	Transformation of instructional practice through Professional Learning Community process to incorporate instructional shifts required by Common Core State Standards. Goal 1 was generated through evidence collected by Snowline Instructional Coaches in working with Professional Learning Community teams through surveys as well as utilization of the PLC Cycle Chart applied to Common Core State Standards transformation and the corresponding instructional shifts.
	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	• 100% of district teachers will receive professional learning in support of transition to CCSS through utilization of the PLC Cycle Chart--**(Priority 2)** • 100% of district teachers will have the necessary resources to ensure CCSS implementation through utilization of the PLC Cycle Chart--**(Priority 2)** • 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board--**(Priority 7)** • 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board--**(Priority 7)** • 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local

	measures--**(Priority 4)** • 100% of district schools will increase by 10% all applicable student achievement indicators: Standardized test scores; Percentage of students college and career ready; EL proficiency and reclassification rates; AP pass rates; EAP results--**(Priority 4)** • The district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science)--**(Priority 8)** • 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas--**(Priority 8)** • District-wide four-year high school graduation rates will increase by 3% through the implementation of comprehensive RtI2 programs at all schools--**(Priority 5)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional learning in reading foundational skills TK-2 and supported throughout the year in PLCs	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 8,666.00 3XXX Benefits $1,335.00 Funding Source: LCFF 5200 Travel/Conf. $ 336.00
Professional learning in close reading strategies to target reading comprehension 3-12 all subject areas and supported throughout the year in PLCs	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 18,758.00 3XXX Benefits $2,888.00 Funding Source: Title One 5200 Travel/Conf. $ 671.00 Funding Source: Discretionary 5200 Travel/Conf. 168.00
		_X_ALL	Funding Source:

Professional learning in evidence based speaking and writing strategies and supported throughout the year in PLCs	All Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF 1140 teacher subs $ 6,066.00 3XXX Benefits $ 934.00 Funding Source: Discretionary 5200 Travel/Conf. $ 235.00
PLCs will re-evaluate essential standards which will lead to the bundling and mapping of instructional goals connected to the development of Understanding by Design units and the PLC Cycle.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 17,331.00 3XXX Benefits $2,669.00 Funding Source: Discretionary 5200 Travel/Conf. $ 100.00 Funding Source: LCFF 5200 Travel/Conf. 570.00
Creation of a writing task force comprised of instructional coaches and teachers from each site to initiate a district-wide writing plan.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 12,998.00 3XXX Benefits $ 2,002.00 Funding Source: LCFF 5200 Travel/Conf. $ 503.00
PLCs will continue their work on common formative assessments and common summative assessments connected to the development of Understanding by Design units and the PLC Cycle.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 11,265.00 3XXX Benefits $ 1,735.00 Funding Source:

			LCFF 5200 Travel/Conf. $ 436.00
District-wide horizontal articulation about essential standards and common student outcomes.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 8,665.00 3XXX Benefits $ 1,334.00 Funding Source: LCFF 5200 Travel/Conf. $ 335.00

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	• 100% of district teachers will receive professional learning in support of transition to CCSS through utilization of the PLC Cycle Chart--**(Priority 2)** • 100% of district teachers will have the necessary resources to ensure CCSS implementation through utilization of the PLC Cycle Chart--**(Priority 2)** • 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board--**(Priority 7)** • 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board--**(Priority 7)** • 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local measures--**(Priority 4)** • 100% of district schools will increase by 10% all applicable student achievement indicators: Standardized test scores; Percentage of students college and career ready; EL proficiency and reclassification rates; AP pass rates; EAP results--**(Priority 4)** • The district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science)--**(Priority 8)** • 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas--**(Priority 8)** • District-wide four-year high school graduation rates will increase by 3% through the implementation of

	comprehensive RtI2 programs at all schools--**(Priority 5)**		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional learning in reading foundations skills, including effective feedback strategies, TK-2 and supported throughout the year in PLCs	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 8,666.00 3XXX Benefits $ 1,335.00 Funding Source: LCFF 5200 Travel/Conf. $ 335.00
Professional learning in close reading strategies, including effective feedback strategies, 3-12 all subject areas and supported throughout the year in PLCs	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 18,758.00 3XXX Benefits $2,888.00 Funding Source: Title One 5200 Travel/Conf. $ 671.00 Funding Source: Discretionary 5200 Travel/Conf. 169.00
Begin district-wide vertical alignment to continue conversations about essential standards, mastery levels, and common student outcomes	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 25,997.00 3XXX Benefits $4,004.00 Funding Source: Discretionary 5200 Travel/Conf. $ 334.00 Funding Source: LCFF

			5200 Travel/Conf. $ 671.00
Professional learning in evidence based speaking and writing strategies, including effective feedback strategies and supported throughout the year in the PLCs	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 6,066.00 3XXX Benefits $ 934.00 Funding Source: LCFF 5200 Travel/Conf. $ 235.00
Begin implementation of a district-wide writing plan	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 12,998.00 3XXX Benefits $ 2,002.00 Funding Source: LCFF 5200 Travel/Conf. $ 503.00
PLCs will continue their work on common formative assessments and common summative assessments connected to the development of Understanding by Design units	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 11,264.00 3XXX Benefits $ 1,734.00 Funding Source: LCFF 5200 Travel/Conf. $ 436.00

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	• 100% of district teachers will receive professional learning in support of transition to CCSS through utilization of the PLC Cycle Chart--**(Priority 2)** • 100% of district teachers will have the necessary resources to ensure CCSS implementation through utilization of the PLC Cycle Chart--**(Priority 2)** • 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English,

	mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board--**(Priority 7)** • 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board--**(Priority 7)** • 100% of district high school students will be enrolled in and will complete a college or career pathway—**(Priority 7)** • 50% of district high school students will graduate having completed a-g requirements—**(Priority 7)** • 50% of district high school students will graduate having completed a two-year CTE/ROP pathway—**(Priority 7)** • 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local measures--**(Priority 4)** • 100% of district schools will increase by 10% all applicable student achievement indicators: Standardized test scores; Percentage of students college and career ready; EL proficiency and reclassification rates; AP pass rates; EAP results--**(Priority 4)** • The district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science)--**(Priority 8)** • 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas--**(Priority 8)** • District-wide four-year high school graduation rates will increase by 3% through the implementation of comprehensive RtI2 programs at all schools--**(Priority 5)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional learning in reading foundational skills, including effective feedback strategies, TK-2 and supported throughout the year in PLCs.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 8,419.00 3XXX Benefits $ 1,581.00 Funding Source: LCFF 5200 Travel/Conf. $ 285.00
		_X_ALL	Funding Source:

Professional learning in close reading strategies, including effective feedback strategies, 3-12 all subject areas and supported throughout the year in PLCs.	All Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF 1140 teacher subs $ 18,578.00 3XXX Benefits $3,574.00 Funding Source: Title One 5200 Travel/Conf. $ 655.00 Funding Source: Discretionary 5200 Travel/Conf. $ 57.00
Professional learning in evidence based speaking and writing strategies, including effective feedback strategies and supported throughout the year in PLCs.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 25,256.00 3XXX Benefits $ 4,743.00 Funding Source: Discretionary 5200 Travel/Conf. $ 456.00 Funding Source: LCFF 5200 Travel/Conf. $ 398.00
Facilitate implementation of a district-wide writing plan.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 5,893.00 3XXX Benefits $ 1,107.00 Funding Source: LCFF 5200 Travel/Conf. $ 199.00
		_X_ALL	Funding Source:

Facilitate district-wide vertical alignment to continue conversations about essential standards, mastery levels, and common student outcomes.	All Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF 1140 teacher subs $ 12,628.00 3XXX Benefits $ 2,372.00 Funding Source: LCFF 5200 Travel/Conf. $ 428.00
Continuation of PLC work on common formative assessments and common summative assessments connected to the development of Understanding by Design units.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 10,943.00 3XXX Benefits $ 2,057.00 Funding Source: LCFF 5200 Travel/Conf. $ 371.00

GOAL 2:	**A prosocial learning environment in which students' needs—socially, emotionally, and academically—are met exists on every school site in every classroom. Expectations are clearly articulated, creating consistent, positive, predictable, safe, and nurturing learning conditions for all students.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _Board Goal #1_____
Identified Need:	Coordination of district-wide support for implementation of Positive Behavior Interventions and Supports (PBIS) in all schools to ensure consistency of support for all students in transition through all levels of schools. Through the administration of the School-wide Effectiveness Tool (SET) and Tiered Fidelity Inventory (TFI) emphasis on PBIS in LCAP and SPSAs identified.	

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	• 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments**—(Priority 6)** • Reduce the district-wide suspension and expulsion rate by 50% (5% overall rate) **—(Priority 6)** • Increase district-wide attendance rates to 97% through the implementation of PBIS with fidelity**—(Priority 5)** • Reduce the middle and high school dropout rates by 50% through the implementation of PBIS with fidelity**—(Priority 5)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain ongoing training and support for site PBIS coaches through district-wide coach network meetings .	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00 3XXX Benefits $ 622.00 Funding Source: Discretionary 5200 Travel/Conf. $ 336.00
Maintain Positive Behavior Leadership Team that provides external support presence for site-level PBIS teams to ensure cross-district calibration and consistency	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 6,063.00 3XXX Benefits $ 934.00 Funding Source: Title One 5200 Travel/Conf. $ 503.00
		_X_ALL	Funding Source:

Participation in Interconnected-Multi Tiered Systems of Support (I-MTSS) Symposium to enhance professional learning	All Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF 1140 teacher subs $ 2021.00 3XXX Benefits $ 311.00 Funding Source: Discretionary 5200 Travel/Conf. $ 167.00
Provide PBIS in the Classroom Training at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 8084.00 3XXX Benefits $ 1,245.00 Funding Source: Title One 5200 Travel/Conf. $ 168.00 Funding Source: LCFF 5200 Travel/Conf. $ 505.00
Train SWIS (School Wide Information System) facilitators to provide timely and accurate data to school sites	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00 3XXX Benefits $ 622.00 Funding Source: LCFF 5200 Travel/Conf. $ 336.00

Utilize comprehensive SWIS Tiered Fidelity Inventory (TFI) and other PBIS assessments to calibrate fidelity of PBIS implementation at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00 3XXX Benefits $ 622.00 Funding Source: LCFF 5200 Travel/Conf. $ 336.00
Establish district-wide Coordination of Services Team (COST) model to enhance support of students in need	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 8,084.00 3XXX Benefits $ 1,247.00 Funding Source: LCFF 5200 Travel/Conf. $ 668.00
Maintain partnership in Foster Focus Agreement with San Bernardino County Child and Family Services in order to enhance support of foster youth	All Schools	__ALL INCLUDING: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00 3XXX Benefits $ 622.00 Funding Source: LCFF 5200 Travel/Conf. $ 336.00

LCAP Year 2: 2016-2017	
Expected Annual Measurable	• 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments**—(Priority 6)** • Reduce the district-wide suspension and expulsion rate by 50% (5% overall rate) **—(Priority 6)**

Outcomes:	• Increase district-wide attendance rates to 97% through the implementation of PBIS with fidelity**—(Priority 5)** • Reduce the middle and high school dropout rates by 50% through the implementation of PBIS with fidelity**—(Priority 5)**		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain ongoing training and support for site PBIS coaches through district-wide coach network meetings.		All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00 3XXX Benefits $ 623.00 Funding Source: Discretionary 5200 Travel/Conf. $ 335.00
Maintain Positive Behavior Leadership Team that provides external support presence for site-level PBIS teams to ensure cross-district calibration and consistency		All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 6,063.00 3XXX Benefits $ 933.00 Funding Source: Discretionary 5200 Travel/Conf. $ 168.00 Funding Source: Title One 5200 Travel/Conf. $ 335.00
Participation in Interconnected-Multi Tiered Systems of Support (I-MTSS) Symposium to enhance professional learning		All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00

			3XXX Benefits $ 623.00 Funding Source: Title One 5200 Travel/Conf. $ 336.00
Provide PBIS in the Classroom Training at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 10,106.00 3XXX Benefits $ 1,556.00 Funding Source: LCFF 5200 Travel/Conf. $ 839.00
Train SWIS (School Wide Information System) facilitators to provide timely and accurate data to school sites	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00 3XXX Benefits $ 623.00 Funding Source: LCFF 5200 Travel/Conf. $ 335.00
Utilize comprehensive SWIS Tiered Fidelity Inventory (TFI) and other PBIS assessments to calibrate fidelity of PBIS implementation at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,042.00 3XXX Benefits $ 623.00 Funding Source: LCFF

			5200 Travel/Conf. $ 335.00
Maintain district-wide Coordination of Services Team (COST) model to enhance support of students in need	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 8,084.00 3XXX Benefits $ 1,244.00 Funding Source: LCFF 5200 Travel/Conf. $ 671.00

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments**—(Priority 6)** • Reduce the district-wide suspension and expulsion rate by 50% (5% overall rate) **—(Priority 6)** • Increase district-wide attendance rates to 97% through the implementation of PBIS with fidelity**—(Priority 5)** • Reduce the middle and high school dropout rates by 50% through the implementation of PBIS with fidelity**—(Priority 5)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain ongoing training and support for site PBIS coaches through district-wide coach network meetings	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,086.00 3XXX Benefits $ 629.00 Funding Source: Title One 5200 Travel/Conf. $ 285.00
		_X_ALL	Funding

Maintain Positive Behavior Leadership Team that provides external support presence for site-level PBIS teams to ensure cross-district calibration and consistency	All Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Source: LCFF 1140 teacher subs $ 6,129.00 3XXX Benefits $ 944.00 Funding Source: Title One 5200 Travel/Conf. $ 370.00 Funding Source: Discretionary 5200 Travel/Conf. $ 57.00
Participation in Interconnected-Multi Tiered Systems of Support (I-MTSS) Symposium to enhance professional learning	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,086.00 3XXX Benefits $ 629.00 Funding Source: Discretionary 5200 Travel/Conf. $ 285.00
Provide PBIS in the Classroom Training at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 10,215.00 3XXX Benefits $ 1,573.00 Funding Source:

			Discretionary 5200 Travel/Conf. $ 171.00 Funding Source: LCFF 5200 Travel/Conf. $ 541.00
Train SWIS (School Wide Information System) facilitators to provide timely and accurate data to school sites	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,086.00 3XXX Benefits $ 629.00 Funding Source: LCFF 5200 Travel/Conf. $ 285.00
Utilize comprehensive SWIS Tiered Fidelity Inventory (TFI) and other PBIS assessments to calibrate fidelity of PBIS implementation at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $ 4,086.00 3XXX Benefits $ 629.00 Funding Source: LCFF 5200 Travel/Conf. $ 285.00
Maintain district-wide Coordination of Services Team (COST) model to enhance support of students in need, with emphasis on subgroup populations	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $8,171.00 3XXX Benefits $ 1,259.00

			Funding Source: LCFF 5200 Travel/Conf. $ 570.00

GOAL 3:	**Establish Community Cabinet (district) and Action Teams for Partnership (ATP) as points of connection that facilitate services, resources, and support to empower our school communities and as a consequence, the community at large.**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _Board Goal #2___

Identified Need :	**Expanding community-wide awareness and support of student achievement, expanding school-community partnerships to increase communication, involvement, and authentic engagement in addition to support of school and community outcomes.**
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	• Two-way communication systems will be implemented at the district and in 100% of all schools**—(Priority 3)** • Parent participation will increase by 25% (as measured by yearly surveys) at all schools through the district supported implementation of the ATP process**—(Priority 3)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monthly Community Cabinet meetings around Cradle to Career implementation in Snowline communities that engages community stakeholders in enhancing all Cradle to Career pillars, as well Education pillar	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
Maintain DELAC Leadership Group to coordinate consistency of efforts across all district sites in support of English Language parents and families in support of student achievement.	All Schools	_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient	N/A

		__Other Subgroups:(Specify)_____	
Implementation of ATP design at each district school site to strengthen parent/community partnerships within and across schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $40,420.00 3XXX Benefits $ 6,225.00 Funding Source: LCFF 5200 Travel/Conf. $ 2,181.00 Funding Source: Discretionary Travel/Conf. $ 503.00 Funding Source: Title One Travel/Conf. $ 671.00

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	• Two-way communication systems will be implemented at the district and in 100% of all schools**—(Priority 3)** • Parent participation will increase by 25% (as measured by yearly surveys) at all schools through the district supported implementation of the ATP process**—(Priority 3)**		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monthly Community Cabinet meetings around Cradle to Career implementation in Snowline communities that engages community stakeholders in enhancing all Cradle to Career pillars, as well Education pillar	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
		__ALL	N/A

Maintain DELAC Leadership Group to coordinate consistency of efforts across all district sites in support of English Language parents and families in support of student achievement.	All Schools	OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implementation of ATP design at each district school site to strengthen parent/community partnerships within and across schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 1140 teacher subs $40,420.00 3XXX Benefits $ 6,225.00 Funding Source: LCFF 5200 Travel/Conf. $ 2,181.00 Funding Source: Discretionary Travel/Conf. $ 503.00 Funding Source: Title One Travel/Conf. $ 671.00

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• Two-way communication systems will be implemented at the district and in 100% of all schools**—(Priority 3)** • Parent participation will increase by 25% (as measured by yearly surveys) at all schools through the district supported implementation of the ATP process**—(Priority 3)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monthly Community Cabinet meetings around Cradle to Career implementation in Snowline communities that engages community stakeholders in enhancing all Cradle to Career pillars, as well Education pillar	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	N/A

Maintain DELAC Leadership Group to coordinate consistency of efforts across all district sites in support of English Language parents and families in support of student achievement.	All Schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
Implementation of ATP design at each district school site to strengthen parent/community partnerships within and across schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 1140 teacher subs $40,859.00 3XXX Benefits $ 6,292.00 Funding Source: LCFF 5200 Travel/Conf. $ 1,681.00 Funding Source: Discretionary Travel/Conf. $ 513.00 Funding Source: Title One Travel/Conf. $ 655.00

GOAL 4:	**Appropriately certified teachers utilizing standards-aligned and approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings.**	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _Board Goal #1__

Identified Need:	Highly qualified teachers utilizing standards-aligned materials in all content areas to deliver instruction in engaging and well-maintained learning environments.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	100% of all schools will meet the requirements of the three Williams Act mandates: 1) teacher assignments; 2) sufficiency of materials; and 3) sound facilities**—(Priority 1)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Annual staffing audit to be conducted collaboratively between Human Resources and school sites	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
Student Learning and Support Services to facilitate identification, selection, and implementation of learning resources	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 4300 Inst. Mat. $250,000.00 4400 Inst. Mat. Inventory $100,000.00 Funding Source: Discretionary $ 150,000.00
Maintenance/Operations will facilitate regular school site walks in collaboration with site staff to monitor facility needs.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

LCAP Year 2: 2016-2017

Expected Annual	100% of all schools will meet the requirements of the three Williams Act mandates:

Measurable Outcomes:	1) teacher assignments; 2) sufficiency of materials; and 3) sound facilities**—(Priority 1)**		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Annual staffing audit to be conducted collaboratively between Human Resources and school sites	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
Student Learning and Support Services to facilitate identification, selection, and implementation of learning resources	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF 4300 Inst. Mat. $250,000.00 4400 Inst. Mat. Inventory $100,000.00 Funding Source: Discretionary $ 150,000.00
Maintenance/Operations will facilitate regular school site walks in collaboration with site staff to monitor facility needs.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	100% of all schools will meet the requirements of the three Williams Act mandates: 1) teacher assignments; 2) sufficiency of materials; and 3) sound facilities**—(Priority 1)**		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_X_ALL	N/A

Annual staffing audit to be conducted collaboratively between Human Resources and school sites	All schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Student Learning and Support Services to facilitate identification, selection, and implementation of learning resources	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF 4300 Inst. Mat. $250,000.00 4400 Inst. Mat. Inventory $100,000.00 Funding Source: Discretionary $ 150,000.00
Maintenance/Operations will facilitate regular school site walks in collaboration with site staff to monitor facility needs.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	N/A

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 from prior year LCAP:	Goal 1.1: By June 30, 2017, 100% of all schools will meet the requirements of the three Williams Act mandates: (D1) teacher assignments; (D2) sufficiency of materials; and (D3) sound facilities	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	• Teacher assignments: 100% compliance • Sufficiency of materials: 100% compliance • Sound facilities: All school facilities are safe, clean, and good repair	Actual Annual Measurable Outcomes: • Teacher assignments: 100% compliance • Sufficiency of materials: 100% compliance • Sound facilities: All school facilities are safe, clean, and in good repair

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Ensure that certificated staff meets credentialing requirements, adequate instructional materials, and facilities to support 21st Century Learning. • Human Resources Department will undergo credentialing Assignment, Monitor, and Review (AMR) process at all school sites for all teachers to ensure credentials are appropriate to assignment, including English Language authorization	N/A	• Human Resources Department underwent credentialing Assignment, Monitor, and Review (AMR) process at all school sites through San Bernardino County Superintendent of Schools for all teachers to ensure credentials are appropriate to assignment.	N/A

• Student Learning Services Department will ensure compliance with Education Code Section 60119 and present requisite resolution to the Snowline Joint Unified Board of Trustees. • Snowline Joint Unified School District will implement Facilities Master Plan priorities in alignment with 21st Century Learning expectations.			• Student Learning Services Department ensured compliance with Education Code Section 60119 by convening a public hearing and requisite resolution was approved by the Snowline Joint Unified Board of Trustees affirming that all students were provided with instructional materials. • Snowline Joint Unified School District generated and adopted Facilities Master Plan priorities in alignment with 21st Century Learning expectations to ensure appropriate learning environments for all students.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ 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?	As a result of the ongoing work toward implementation of Common Core State Standards (CCSS), a process of submitting requests for materials/resources necessary for completely generated Understanding by Design (UbD) instructional units has been established. State funds designated for implementation of Common Core will be utilized to support teachers that have created high-quality UbD units by providing necessary resources. Additionally, evaluation of learning environments in reference to facilities, including technology, will continue. Site teams in consultation with district Student Learning and Support Services, Instructional Technology, Purchasing, and Maintenance and Facilities staffs will work collaboratively to identify and facilitate planning processes.				

	2014-2015 LCAP Goal 1.1 has been incorporated into the 2015-16 LCAP Goal #4 as a progress monitoring measurement.

Original GOAL from prior year LCAP:	**Goal 2.1:** By June 30, 2017, 100% of district teachers will receive professional development in the following CCSS areas: (1) Good First Instruction; (2) Unit Design Work; and (3) 21st Century Learning.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will be provided with Common Core State Standards aligned instructional lessons developed through Snowline instructional teams.	Actual Annual Measurable Outcomes:	199 UbD units created as of 4/1/15. 86 UbD Resources requests submitted, 70 approved, 16 pending as of 4/6/15.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas.	***Salaries/ benefits for Instructional Coach Cohort: $750,000 (obj. 1XXX)***	Implemented district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas.	***Salaries/benefits for Instructional Coach Cohort:*** *Funding Source: LCFF* *1110 Teacher Salaries* *$859,713.60* *3xxx Benefits* *$180,169.19*

• **Instructional Resources** ○ Purchase of instructional resources in support of CCSS units developed ○ Reprographics costs	**$500,000 (obj. 4XXX, 5XXX)**	○ Provided materials in support of developed instructional units ○ Reproduced instructional materials	*Funding Source: CCSS* *4110 Text Books $5,913.00* *4210 Other Books $ 29,650.12* *4240 Computerized Bks $5,542.62* *5713 Reprographics $29,694.14*
• **Technology Resources** ○ Computers and peripherals for Instructional Coach cohort	**$100,000 (obj. 6XXX)**	○ Purchased computers and peripherals utilized by Instructional Coach cohort	*Funding Source: CCSS* *4340 Computer Supply $6,685.47* *4400 Computer Supply Inv. $ 11,075.45*
○ Software for cataloging CCSS units generated through UDW efforts		○ Purchased Edutect Software	*Funding Source: CCSS* *5800 Other Charges $16,000.00*
• **Professional Development** • Understanding by Design training for all teachers		Over 80% of all teachers participated in a 4-day UbD workshop with Jay McTighe in June, 2014. All teachers received copies of his books. Coaches worked with PLC teams to	*Funding Source: CCSS* *1140 Teacher Subs $9,083.55*

		write and implement UbD units	*3XXX Benefits $ 1,308.00 Travel/Conf. $58,790.50*
• Specific professional development for Instructional Coaches (UDW, specific coaching/facilitation training)		Instructional Coaches participated in all PLC trainings provided by SBCSS to support school sites going to the same training. They also participated in the ELA and math series PD provided by SBCSS. Coaches reflected on instruction by Marzano, Simms, and Tschannen-Moran	*Funding Source: CCSS 5200 Travel/Conf. $20,000.00*
• Release time for teachers (substitute costs and hourly rate @ 25/hour)		PLC teams were provided various release days to work through the PLC process and develop UbD units, analyze assessment data, and plan instruction. Teachers were provided up to four days of training in June	*Funding Source: CCSS 1140 Teacher Sub $9,083.55 3XXX Benefits $ 1,308.00*
• Support for UDW (UbD) work through creation of CCSS instructional units and implementation of designed/vetted units		• 199 UbD units created as of 4/1/15. 86 UbD Resources requests submitted, 70 approved, 16 pending as of 4/6/15.	*Funding Source: CCSS 4310 Inst. Materials $46,329.27*
• Support for Good First Instruction training for all district teachers		• ELA: 7 trainings for 139 teacher leaders; Math: 3 trainings for 89 teacher leaders)	*Funding Source: CCSS 1140 teacher sub $ 9,083.54 3XXX Benefits $ 1308.00 5200 Travel/Conf. $ 58,790.50*

• Identification of other 21st Century Learning support topics for ensuing years' support • Facilitate generation of common formative and summative assessments in support of CCSS implementation as well as in "non-core" course areas			• 33 teacher participants in Google Academy • District Assessment and Accountability team, in collaboration with grade-level teams from across the district, initiated process of identifying essential CCSS standards and generating CFAs	*Funding Source: LCFF* *1140 teacher sub* *$ 2,639.50* *3XXX benefits* *$ 348.54* *Funding Source: LCFF* *4410 Inst. Supp.* *Inv. $5,322.46* *5713* *Reprographics* *$ 31,528.13*
Scope of service:	LEA-wide		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	PLCs will re-evaluate essential standards which will lead to the bundling and mapping of instructional goals connected to the development of Understanding by Design units. PLCs will continue their work on common formative assessments and common summative assessments connected to the development of Understanding by Design units. 2014-2015 LCAP Goal 2.1 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.			

Original	**Goal 2.2**:	Related State and/or Local Priorities:

GOAL from prior year LCAP:	By June 30, 2017, 100% of district teachers will have the necessary resources to ensure CCSS implementation.	1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___Board Goal #1_____

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

Expected Annual Measurable Outcomes:	Students will be provided with Common Core State Standards aligned instructional lessons developed through Snowline instructional teams.	Actual Annual Measurable Outcomes:	199 UbD units created as of 4/1/15. 86 UbD Resources requests submitted, 70 approved, 16 pending as of 4/6/15.

LCAP Year: 2014-15

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

Implement district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas.
 	
• **Instructional Resources**
  ○ Purchase of instructional resources in support of CCSS units developed
  ○ Reprographics costs
• **Technology Resources**
	Refer to 2.1	Implemented district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas.
		
		○ Provided materials in support of developed instructional units
		○ Reproduced instructional materials
			Refer to 2.1

○ Computers and peripherals for Instructional Coach cohort ○ Software for cataloging CCSS units generated through UDW efforts		○ Purchased computers and peripherals utilized by Instructional Coach cohort ○ Purchased Edutect Software	
• **Professional Development**			
• Understanding by Design training for all teachers		Over 80% of all teachers participated in a 4-day UbD workshop with Jay McTighe in June, 2014. All teachers received copies of his books. Coaches worked with PLC teams to write and implement UbD units	
• Specific professional development for Instructional Coaches (UDW, specific coaching/facilitation training)		Instructional Coaches participated in all PLC trainings provided by SBCSS to support school sites going to the same training. They also participated in the ELA and math series PD provided by SBCSS. Coaches reflected on instruction by Marzano, Simms, and Tschannen-Moran	
• Release time for teachers (substitute costs and hourly rate @ 25/hour)		PLC teams were provided various release days to work through the PLC process and develop UbD units, analyze assessment data, and plan instruction. Teachers were provided up to four days of training in June	
• Support for UDW (UbD) work through creation of CCSS instructional units and implementation of designed/vetted units		• 199 UbD units created as of 4/1/15. 86 UbD Resources requests submitted, 70 approved, 16 pending as of 4/6/15.	

• Support for Good First Instruction training for all district teachers • Identification of other 21st Century Learning support topics for ensuing years' support • Facilitate generation of common formative and summative assessments in support of CCSS implementation as well as in "non-core" course areas			• ELA: 7 trainings for 139 teacher leaders; Math: 3 trainings for 89 teacher leaders) • 33 teacher participants in Google Academy • District Assessment and Accountability team, in collaboration with grade-level teams from across the district, initiated process of identifying essential CCSS standards and generating CFAs		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		LEA-wide
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Re-evaluation of essential standards and learning targets by each PLC team which will lead to the bundling and mapping of instructional goals connected to the development of Understanding by Design units. 2014-2015 LCAP Goal 2.2 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 6.1:** By June 30, 2017, two-way communication systems will be implemented at the district and in 100% of schools.	1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___ Board Goal 2_____

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

Expected Annual Measurable Outcomes:	Students' families will be engaged in opportunities to build a broader understanding of 21st Century Learning and its implication on college and career readiness for all students	Actual Annual Measurable Outcomes:	Exposure for teams at all sites in Action Teams for Partnerships (ATP) and establishment of Community Cabinet at district-level to enhance school-parent-community connections.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish community Cabinet in support of enhancing community-wide awareness and support of student achievement • In conjunction with San Bernardino County "Cradle to Career" initiative, SJUSD will maintain a Community Cabinet as a means of establishing quarterly community forums to provide updates on school district progress and receive community input on district direction. • SJUSD will maintain a Community Cabinet steering committee which will meet monthly to monitor district progress relative to SMART goals and, in addition, serve as advisory to Superintendent in development of Community Cabinet quarterly forums.	N/A	• Convened monthly Community Cabinet to enhance school-community partnership which resulted in creation of a shared mission statement, implementation of a community-wide issues forum, and identification of collective priorities. Community Cabinet meetings were held 9 times during the year. The San Bernardino county Community Vital Signs Forum provided a framework for the Community Cabinet. Political leaders from within the Community are invited. The Mission statement was created and results from a student health survey were analyzed. A community LCAP meeting was provided by the district and supported by this group. The Community Cabinet	N/A

			continues to reach out to more community members.		
Scope of service:	LEA		Scope of service:	LEA	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes.** • Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways	**Certificated Salaries/ Benefits $130,000 (obj. 1XXX)**		• Added 2 full-time counseling positions to district counseling team • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of specific subgroups. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		***Salaries/ benefits for additional counseling positions:*** *Funding Source: LCFF* *1211 Counselor Salary* *$ 85,190.08* *3XXX Benefits* *$ 15,269.79*

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_ ALL			_ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI2 (including ELD instruction) progress monitoring processes. • Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways		**$25,000 (obj. 1XXX)**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of specific subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		Funding Source: Title III 1150 Stipends $ 21,750.00 3XXX Benefits $ 2,961.00

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**30,000 (obj. 4XXX, 5XXX)**	• Purchased Rosetta Stone Language Learning K-12 software license		Funding Source: LCFF 5840 Tech Related Services $ 29,528.02 Funding Source: Discretionary 5840 Tech Related Services $ 2,894.02
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<table>
<tr>
<td>For foster youth:

Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.

• Certificated Salaries/Benefits for addition of 2 full-time counselors

• Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals

• Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels</td>
<td>Referenced above under low income</td>
<td>• Provided two additional full-time counselors

• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum.

• Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.</td>
<td>Funding Source: LCFF 1211 Counselor Salary $ 85,189.08 3XXX Benefits $ 15,269.79</td>
</tr>
<tr>
<td>Scope of service: LEA-wide
__ALL
OR:
__Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td>
<td></td>
<td>Scope of service: LEA-wide
__ALL
OR:
__Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td>
<td></td>
</tr>
<tr>
<td>For redesignated fluent English proficient pupils:

Student performance levels (grades,</td>
<td></td>
<td></td>
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attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes. • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Referenced above under English Learners**	• Provided stipends for EL Coaches at all school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. o A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Referenced above under English Learners**
Scope of service: LEA-wide __ALL OR:		Scope of service: LEA-wide __ALL OR:	

__Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth _X_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?	Snowline Community Cabinet will seek to engage community in support of San Bernardino County "Cradle to Career" framework in order to enhance support within and across the community. 2014-2015 LCAP Goal 3.1 has been incorporated into the 2015-16 LCAP Goal #3 as a progress monitoring measurement.		

Original GOAL from prior year LCAP:	**Goal 3.2:** By June 30, 2017, parent participation will increase by 25%	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____ Board Goal 2____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students' families will be provided with support in understanding and applying the six types of family involvement to student learning.	Actual Annual Measurable Outcomes:	Exposure to Action Teams for Partnerships (ATP) research-based parent engagement process at all school sites.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Establish community Cabinet in support of enhancing community-wide awareness and support of student achievement • In conjunction with San Bernardino County	N/A	• Convened monthly Community Cabinet to	N/A

"Cradle to Career" initiative, SJUSD will maintain a Community Cabinet as a means of establishing quarterly community forums to provide updates on school district progress and receive community input on district direction. • SJUSD will maintain a Community Cabinet steering committee which will meet monthly to monitor district progress relative to SMART goals and, in addition, serve as advisory to Superintendent in development of Community Cabinet quarterly forums.			enhance school-community partnership which resulted in creation of a shared mission statement, implementation of a community-wide issues forum, and identification of collective priorities. Community Cabinet meetings were held 9 times during the year. The San Bernardino county Community Vital Signs Forum provided a framework for the Community Cabinet. Political leaders from within the Community are invited. The Mission statement was created and results from a student health survey were analyzed. A community LCAP meeting was provided by the district and supported by this group. The Community Cabinet continues to reach out to more community members.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: _ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes.**		**Refer to 3.1**			

• Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways		• Addition of two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.**	**Refer to 3.1**		**Refer to 3.1**

• Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways		• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners	**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: **Student performance levels (grades,**	**Refer to 3.1**		

attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes. • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels			• Added two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroup • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service:	LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
For redesignated fluent English proficient pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Stipends for EL coaches at each	**Refer to 3.1**		• Provided stipends for EL Coaches at	**Refer to 3.1**

school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels			school sites. • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroup • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. o A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	Establishing professional learning to imbed ATP into current parent involvement efforts at each school site and to support parents, including specific subgroups, in supporting student achievement.				

and/or changes to goals?	2014-2015 LCAP Goal 3.2 has been incorporated into the 2015-16 LCAP Goal #3 as a progress monitoring measurement.

Original GOAL from prior year LCAP:	**Goal 4.1**: By June 30, 2017, 100% of district schools will increase by 10% all pupil achievement indicators:	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___Board Goal 1_____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instructional teams.	Actual Annual Measurable Outcomes:	Establishment of comparative baseline as results relative to each external measurement are made available.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing	N/A		N/A

Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments. • School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance		• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified CCSS essential standards at each grade level to establish learning targets.	

Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL INCLUDING: __Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)	**Refer to 2.1**		• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time	**Refer to 2.1**	
Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes.**	**Refer to 3.1**			**Refer to 3.1**	

• Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			• Added two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.** • Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner		**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource		**Refer to 3.1**

subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license		**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Addition of two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For redesignated fluent English proficient pupils:			

Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes. • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels		**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. o A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils __English Learners			__ALL OR: __Low Income pupils __English Learners		

__Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_		__Foster Youth _X_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?	Leadership Council meeting schedule will incorporate ongoing analysis of data metrics across schools and subgroups, with periodic reporting to Snowline Board of Trustees in all areas of student performance: assessments, attendance, and student discipline information and conduct semi-annual PLC audits as facilitated by Student Learning and Support Services personnel. 2014-2015 LCAP Goal 4.1 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.		

Original GOAL from prior year LCAP:	**Goal 5.1**: By June 30, 2017, increase district-wide attendance rates to 97%	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __Board Goal 1_____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student attendance will be promoted as a critical component of college and career readiness and student success	Actual Annual Measurable Outcomes:	Establishment of comparative baseline as results relative to student attendance are made available.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Coordinate district-wide support for implementation of Positive Behavior	N/A		N/A

Interventions and Supports (PBIS) in all schools • Maintain support for site-level PBIS coaches through district-wide coach meetings. • Provide site-level "PBIS in the Classroom" training to all district sites • Ensure SJUSD representation on regional School Wide Advisory Committee (SWAC) to engage in planning/involvement in annual 3 Keys Conference • Maintain data collection system (SWIS) to progress monitor efficacy of PBIS efforts			• Implemented Positive Behavior Leadership Team (PBLT) in addition to PBIS site-level coaches network meetings • Provided site-level "PBIS in the Classroom" training to some district sites • Deputy Superintendent and Administrator, Student Services, represented SJUSD on SWAC • Provided training and access to school sites to SWIS in order to progress monitor PBIS implementation at school sites.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional Development • Maintain ongoing support for training in PBIS for site leaders and support staff		**$50,000 (obj. 1XXX, 5XXX)**	• Implemented Positive Behavior Leadership Team (PBLT) in addition to PBIS site-level coaches network meetings •		Funding Source: CCSS 1130 Teacher OT $4,337.00 3XXX Benefits $ 668.00

• Provide resources for participation in annual 3 Keys professional development conference • Release time for teachers (substitute costs and hourly rate @ 25/hour)			• Provided registration for Interconnected Multi-Tiered Systems of Support (I-MTSS), formerly 3 Keys. • Provided substitute coverage in support of professional development		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Materials/Support • Provide ongoing access to SWIS database system		**$10,000 (obj. 4XXX, 5XXX)**	• Provided ongoing access to PBIS SWIS database		Funding Source Title II 5840 Computer tech services $ 3,427.00
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Leadership Council meeting schedule will incorporate ongoing analysis of data metrics across schools and subgroups, with periodic reporting to Snowline Board of Trustees in all areas of student performance: assessments, attendance, and student discipline information. 2014-2015 LCAP Goal 5.1 has been incorporated into the 2015-16 LCAP Goal #2 as a progress				

	monitoring measurement.

Original GOAL from prior year LCAP:	**Goal 5.2:** By June 30, 2017, reduce the middle and high school dropout rates by 50%		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify ____Board Goal 1__
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student engagement through PBIS efforts will increase connectivity.	Actual Annual Measurable Outcomes:	Establishment of comparative baseline as results relative to middle and high school dropout rates are made available.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted		Estimated

	Expenditures		Actual Annual Expenditures
Coordinate district-wide support for implementation of Positive Behavior Interventions and Supports (PBIS) in all schools • Maintain support for site-level PBIS coaches through district-wide coach meetings. • Provide site-level "PBIS in the Classroom" training to all district sites • Ensure SJUSD representation on regional School Wide Advisory Committee (SWAC) to engage in planning/involvement in annual 3 Keys Conference • Maintain data collection system (SWIS) to progress monitor efficacy of PBIS efforts	N/A	• Implemented Positive Behavior Leadership Team (PBLT) in addition to PBIS site-level coaches network meetings • Provided site-level "PBIS in the Classroom" training to some district sites • Deputy Superintendent and Administrator, Student Services, represented SJUSD on SWAC • Provided training and access to school sites to SWIS in order to progress monitor PBIS implementation at school sites.	N/A
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Development • Maintain ongoing support for training in	**Refer to 5.1**	• Implemented Positive Behavior Leadership	**Refer to 5.1**

PBIS for site leaders and support staff • Provide resources for participation in annual 3 Keys professional development conference • Release time for teachers (substitute costs and hourly rate @ 25/hour)			Team (PBLT) in addition to PBIS site-level coaches network meetings • Provided registration for Interconnected Multi-Tiered Systems of Support (I-MTSS), formerly 3 Keys. • Provided substitute coverage in support of professional development		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Materials/Support • Provide ongoing access to SWIS database system		**Refer to 5.1**	• Provided ongoing access to PBIS SWIS database		**Refer to 5.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Leadership Council meeting schedule will incorporate ongoing analysis of data metrics across schools and subgroups, with periodic reporting to Snowline Board of Trustees in all areas of student performance: assessments, attendance, and student discipline information.				

	2014-2015 LCAP Goal 5.2 has been incorporated into the 2015-16 LCAP Goal #2 as a progress monitoring measurement.

Original GOAL from prior year LCAP:	**Goal 5.3**: By June 30, 2017, the district-wide four-year high school graduation rates will increase by 3%	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify ___Board Goal 1_____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Student academic progress will be monitored and appropriate program modifications will be made to enhance student academic performance.	Actual Annual Measurable Outcomes:	Establishment of comparative baseline as results relative to high school graduation rates are made available.

LCAP Year: 2014-2015

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

Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments. • School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and	N/A	• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified CCSS essential standards at each grade	N/A

career readiness to ensure relevance			level to establish learning targets.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_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?	Leadership Council meeting schedule will incorporate ongoing analysis of data metrics across schools and subgroups, with periodic reporting to Snowline Board of Trustees in all areas of student performance: assessments, attendance, and student discipline information. 2014-2015 LCAP Goal 5.3 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 6.1**: By June 30, 2017, 100% of district schools will implement Positive Behavior Interventions and Supports (PBIS) with fidelity		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify ___ Board Goal 1____		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of suspension and expulsion.		Actual Annual Measurable Outcomes:	Established baseline measurement at schools through implementation of SET and Tiered Fidelity Inventory (TFI).	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted			Estimated

	Expenditures		Actual Annual Expenditures
Coordinate district-wide support for implementation of Positive Behavior Interventions and Supports (PBIS) in all schools • Maintain support for site-level PBIS coaches through district-wide coach meetings. • Provide site-level "PBIS in the Classroom" training to all district sites • Ensure SJUSD representation on regional School Wide Advisory Committee (SWAC) to engage in planning/involvement in annual 3 Keys Conference • Maintain data collection system (SWIS) to progress monitor efficacy of PBIS efforts	N/A	• Implemented Positive Behavior Leadership Team (PBLT) in addition to PBIS site-level coaches network meetings • Provided site-level "PBIS in the Classroom" training to some district sites • Deputy Superintendent and Administrator, Student Services, represented SJUSD on SWAC • Provided training and access to school sites to SWIS in order to progress monitor PBIS implementation at school sites.	N/A
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Development • Maintain ongoing support for training in PBIS for site leaders and support staff	**Refer to 5.1**	• Implemented Positive Behavior Leadership Team (PBLT) in addition to PBIS site-level coaches network meetings	**Refer to 5.1**

<table>
<tr>
<td>• Provide resources for participation in annual 3 Keys professional development conference
• Release time for teachers (substitute costs and hourly rate @ 25/hour)</td>
<td></td>
<td>• Provided registration for Interconnected Multi-Tiered Systems of Support (I-MTSS), formerly 3 Keys.
• Provided substitute coverage in support of professional development</td>
<td></td>
</tr>
<tr>
<td colspan="2">Scope of service: LEA-wide
_X_ ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
<td colspan="2">Scope of service: LEA-wide
_X_ ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
</tr>
<tr>
<td>Materials/Support
• Provide ongoing access to SWIS database system</td>
<td>Refer to 5.1</td>
<td>• Provided ongoing access to PBIS SWIS database</td>
<td>Refer to 5.1</td>
</tr>
<tr>
<td colspan="2">Scope of service: LEA-wide
_X_ ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td>_X_ ALL</td>
<td colspan="2">Scope of service: LEA-wide
_X_ ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
</tr>
<tr>
<td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td>
<td colspan="4">Continued utilization of School-wide Information Systems (SWIS), SET, and TFI data to progress monitor effectiveness of PBIS in maintaining prosocial learning environment at all schools.

2014-2015 LCAP Goal 6.1 has been incorporated into the 2015-16 LCAP Goal #2 as a progress monitoring measurement.</td>
</tr>
</table>

Original GOAL from prior year LCAP:	**Goal 6.2**: By June 30, 2017, reduce the district-wide suspension and expulsion rate by 50% (5% overall rate).	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ Board Goal 1____

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

Expected Annual Measurable Outcomes:	Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of suspension and expulsion.	Actual Annual Measurable Outcomes:	Establishment of comparative baseline as results relative to suspension and expulsion rates are made available.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Coordinate district-wide support for implementation of Positive Behavior Interventions and Supports (PBIS) in all schools • Maintain support for site-level PBIS coaches through district-wide coach meetings. • Provide site-level "PBIS in the Classroom" training to all district sites • Ensure SJUSD representation on regional School Wide Advisory Committee (SWAC) to engage in planning/involvement in annual 3 Keys Conference • Maintain data collection system (SWIS) to progress monitor efficacy of PBIS efforts	N/A	• Implemented Positive Behavior Leadership Team (PBLT) in addition to PBIS site-level coaches network meetings • Provided site-level "PBIS in the Classroom" training to some district sites • Deputy Superintendent and Administrator, Student Services, represented SJUSD on SWAC • Provided training and access to school sites to SWIS in order to progress monitor PBIS implementation at school sites.	N/A
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Development • Maintain ongoing support for training in PBIS for site leaders and support staff	**Refer to 5.1**	• Implemented Positive Behavior Leadership Team (PBLT) in addition to PBIS site-level coaches network meetings	**Refer to 5.1**

• Provide resources for participation in annual 3 Keys professional development conference • Release time for teachers (substitute costs and hourly rate @ 25/hour)			• Provided registration for Interconnected Multi-Tiered Systems of Support (I-MTSS), formerly 3 Keys. • Provided substitute coverage in support of professional development		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Materials/Support • Provide ongoing access to SWIS database system		**Refer to 5.1**	• Provided ongoing access to PBIS SWIS database		**Refer to 5.1**
Scope of service:	LEA-wide	_X_ALL	Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Leadership Council meeting schedule will incorporate ongoing analysis of data metrics across schools and subgroups, with periodic reporting to Snowline Board of Trustees in all areas of student performance: assessments, attendance, and student discipline information. 2014-2015 LCAP Goal 6.2 has been incorporated into the 2015-16 LCAP Goal #2 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 7.1** By June 30, 2017, 100% of district students grades K-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify ___Board Goal 1_____

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

Expected Annual Measurable Outcomes:	Students will be provided access to course of study prescribed in Education Code.	Actual Annual Measurable Outcomes:	Elementary Schools incorporated course access goal into 2014-2015 Single Plan for Student Achievement (SPSA).

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted		Estimated

	Expenditures		Actual Annual Expenditures
Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. .	N/A	• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. ○ Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc.	N/A
• SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments. • School site PLC processes, in transition to CCSS, will align course access and		• Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified	

student outcomes relative to college and career readiness to ensure relevance			CCSS essential standards at each grade level to establish learning targets.		
Scope of service	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			INCLUDING: __Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)		**Refer to 4.1**	• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time		**Refer to 4.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes.**		**Refer to 3.1**			**Refer to 3.1**

• Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			• Added two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.** • Certificated Stipends for EL Coaches at		**Refer to 3.1**	• Provided stipends for EL Coaches at		**Refer to 3.1**

each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			school site • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license		**Refer to 3.1**
Scope of service:	LEA-wide __ALL		Scope of service:	LEA-wide __ALL	

OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

For redesignated fluent English proficient pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related	**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. ○ A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at	**Refer to 3.1**

curricular pathways at all levels			December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth _X_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?	Elementary site administrators will work collaboratively through Leadership Council to align program design across school sites to provide consistency between district schools and to capitalize on collective work. 2014-2015 LCAP Goal 7.1 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 7.2:** By June 30, 2017, 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify ___Board Goal 1_____	
Goal Applies to:	Schools: Middle School/High School Applicable Pupil Subgroups: All		
Expected Annual Measurable	Students will be provided access to course of study prescribed in Education Code.	Actual Annual Measurable	Middle and High Schools incorporated course access goal into 2014-2015 Single Plan for Student Achievement (SPSA).

Outcomes:		Outcomes:	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments.	N/A	• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of	N/A

• School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance			common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified CCSS essential standards at each grade level to establish learning targets.		
Scope of service	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL INCLUDING: __Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)		**Refer to 4.1**	• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time		**Refer to 4.1**
Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For low income pupils:					

Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes. • Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways	**Refer to 3.1**	• Added two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.**	**Refer to 3.1**		**Refer to 3.1**

• Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathway			• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license		**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
For redesignated fluent English proficient pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related	**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. o A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison	**Refer to 3.1**

curricular pathways at all levels			from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth _X_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?	High school administrative teams from the four SJUSD high school programs worked collaboratively over the course of the 2014-2015 school year to align program design and access on a district-wide scale in order to provide equity for all students and maximize resources. A result of that work was the realization that the effort must be articulated to middle school programs as well, which will be a focus moving forward. 2014-2015 LCAP Goal 7.2 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 7.3:** By June 30, 2017, 100% of district high school students will be enrolled in and will complete a college or career pathway.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____ Board Goal 1___
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will be provided opportunity to enroll into pathway programs in all secondary schools.	Actual Annual Measurable Outcomes:	SJUSD secondary administrative teams, working collaboratively initiated establishment of course pathways in support of college and career readiness for all students in all secondary programs.
LCAP Year: 2014-2015			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments.	N/A	• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of	N/A

• School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance			SJUSD Instructional Coaches, identified CCSS essential standards at each grade level to establish learning targets.		
Scope of service	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL INCLUDING: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)		**Refer to 4.1**	• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time		**Refer to 4.1**
Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring**		**Refer to 3.1**			**Refer to 3.1**

processes. • Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			• Added two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.**		**Refer to 3.1**			**Refer to 3.1**

• Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathway			• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license		**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners	

_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For redesignated fluent English proficient pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to	**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. o A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at	**Refer to 3.1**

college and career readiness and related curricular pathways at all levels			December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_			__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_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?	Continued collaboration around pathway development in all secondary programs. PLC teams will continue to generate course offerings that reflect pathway design and course sequences and consequently expanding college and career readiness for all students. 2014-2015 LCAP Goal 7.3 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 7.4** By June 30, 2017, 50% of district high school students will graduate having completed a-g requirements.		Related State and/or Local Priorities: __ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____ Board Goal 1_____
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will be provided access to course sequences in that meet a-g requirements	Actual Annual Measurable Outcomes:	SJUSD secondary administrative teams, working collaboratively initiated establishment of course pathways in support of college and career readiness for all students in all secondary programs.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments. • School site PLC processes, in transition to CCSS, will align course access and	N/A	• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified	N/A

student outcomes relative to college and career readiness to ensure relevance			CCSS essential standards at each grade level to establish learning targets.		
Scope of service	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			INCLUDING: __Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)		**Refer to 4.1**	• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time		**Refer to 4.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes.**		**Refer to 3.1**			**Refer to 3.1**

• Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			• Added two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: _X_Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.**		**Refer to 3.1**			**Refer to 3.1**

• Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathway			• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license		**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
For redesignated fluent English proficient pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related	**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. ○ A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison	**Refer to 3.1**

curricular pathways at all levels			from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth _X_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?	Continued collaboration around pathway development in all secondary programs. PLC teams will continue to generate course offerings that reflect pathway design and course sequences and consequently expanding college and career readiness for all students. 2014-2015 LCAP Goal 7.4 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 7.5:** By June 30, 2017, 50% of district high school students will graduate having completed a two-year CTE/ROP pathway		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____Board Goal 1_____
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students in all secondary programs will be provided opportunities to enter into articulated CTE/ROP pathway programs	Actual Annual Measurable Outcomes:	SJUSD secondary administrative teams, working collaboratively initiated establishment of course pathways in support of college and career readiness for all students in all secondary programs.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments. • School site PLC processes, in transition to CCSS, will align course access and	N/A	• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified	N/A

student outcomes relative to college and career readiness to ensure relevance			CCSS essential standards at each grade level to establish learning targets.		
Scope of service	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			INCLUDING: __Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)		**Refer to 4.1**	• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time		**Refer to 4.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes.**		**Refer to 3.1**			**Refer to 3.1**

• Addition of 2 full-time counselors • Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			• Added two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.**		**Refer to 3.1**			**Refer to 3.1**

• Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathway			• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license		**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided two full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners	

_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For redesignated fluent English proficient pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to	**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. o A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at	**Refer to 3.1**

college and career readiness and related curricular pathways at all levels			December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_			__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_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?	Continued collaboration around pathway development in all secondary programs. PLC teams will continue to generate course offerings that reflect pathway design and course sequences and consequently expanding college and career readiness for all students. 2014-2015 LCAP Goal 7.5 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

Original GOAL from prior year LCAP:	**Goal 8.1:** By June 30, 2017, the district and all schools will collaboratively develop and implement a comprehensive assessment system in core areas.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____ Board Goal 1____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student progress will be monitored in core areas through common formative and summative assessments	Actual Annual Measurable Outcomes:	Baseline common formative and summative assessments initiated.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

			Expenditures
Implement district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas. **Salaries/benefits for Instructional Coach Cohort** • **Instructional Resources** o Purchase of instructional resources in support of CCSS units developed o Reprographics costs • **Technology Resources** o Computers and peripherals for Instructional Coach cohort o Software for cataloging CCSS units generated through UDW efforts • **Professional Development** • Understanding by Design training for all teachers • Specific professional development for	**Refer to 2.1**	Implemented district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas. o Provided materials in support of developed instructional units o Reproduced instructional materials o Purchased computers and peripherals utilized by Instructional Coach cohort o Purchased Edutect Software Over 80% of all teachers participated in a 4-day UbD workshop with Jay McTighe in June, 2014. All teachers received copies of his books. Coaches worked with PLC teams to write and implement UbD units Instructional Coaches participated in all PLC	**Refer to 2.1**

Instructional Coaches (UDW, specific coaching/facilitation training) • Release time for teachers (substitute costs and hourly rate @ 25/hour) • Support for UDW (UbD) work through creation of CCSS instructional units and implementation of designed/vetted units • Support for Good First Instruction training for all district teachers • Identification of other 21st Century Learning support topics for ensuing years' support • Facilitate generation of common formative and summative assessments in support of CCSS implementation as well as in "non-core" course areas		trainings provided by SBCSS to support school sites going to the same training. They also participated in the ELA and math series PD provided by SBCSS. Coaches reflected on instruction by Marzano, Simms, and Tschannen-Moran PLC teams were provided various release days to work through the PLC process and develop UbD units, analyze assessment data, and plan instruction. Teachers were provided up to four days of training in June • 199 UbD units created as of 4/1/15. 86 UbD Resources requests submitted, 70 approved, 16 pending as of 4/6/15. • ELA: 7 trainings for 139 teacher leaders; Math: 3 trainings for 89 teacher leaders) • 33 teacher participants in Google Academy • District Assessment and Accountability team, in collaboration with grade-level teams from across the district, initiated process of identifying essential CCSS standards and generating CFAs	
Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional	N/A		N/A

Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments. • School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance			• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified CCSS essential standards at each grade level to establish learning targets.		
Scope of service	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		INCLUDING: __Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)	**Refer to 4.1**	• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time	**Refer to 4.1**
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI$_2$ progress monitoring processes.** • Addition of 2 full-time counselors • Progress Monitoring of low income	**Refer to 3.1**	• Added two full-time counseling positions • Generation of multiple year data resource	**Refer to 3.1**

subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.** • Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data		**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from		**Refer to 3.1**

reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathway			which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: • District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners		**Refer to 3.1**	• Purchased Rosetta Stone Language Learning K-12 software license		**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels		**Refer to 3.1**			**Refer to 3.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

For redesignated fluent English proficient pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. o A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth _X_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?	PLC teams, supported by SJUSD Instructional Coaches, will continue their work on within PLC Cycle to develop common formative assessments and common summative assessments connected to the development of Understanding by Design units in core areas. 2014-2015 LCAP Goal 8.1 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.

Original GOAL from prior year LCAP:	**Goal 8.2** By June 30, 2017, 100% of district schools will develop and implement a comprehensive assessment system in non-core areas		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify ____Board Goal 1_____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected	Student progress in non-core academic areas will	Actual	Baseline common formative and summative

Annual Measurable Outcomes:	be monitored through the use of common formative and summative assessments, including surveys, as appropriate.	Annual Measurable Outcomes:	assessments initiated.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas. • **Instructional Resources** o Purchase of instructional resources in support of CCSS units developed o Reprographics costs • **Technology Resources** o Computers and peripherals for Instructional Coach cohort o Software for cataloging CCSS units generated through UDW efforts • **Professional Development** • Understanding by Design training for all teachers	**Refer to 2.1**	Implemented district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas. o Provided materials in support of developed instructional units o Reproduced instructional materials o Purchased computers and peripherals utilized by Instructional Coach cohort o Purchased Edutect Software Over 80% of all teachers participated in a 4-day UbD workshop with Jay McTighe in June, 2014. All teachers received copies of his books.	**Refer to 2.1**

• Specific professional development for Instructional Coaches (UDW, specific coaching/facilitation training) • Release time for teachers (substitute costs and hourly rate @ 25/hour) • Support for UDW (UbD) work through creation of CCSS instructional units and implementation of designed/vetted units • Support for Good First Instruction training for all district teachers • Identification of other 21st Century Learning support topics for ensuing years' support • Facilitate generation of common formative and summative assessments in support of CCSS implementation as well as in "non-core" course areas		Coaches worked with PLC teams to write and implement UbD units Instructional Coaches participated in all PLC trainings provided by SBCSS to support school sites going to the same training. They also participated in the ELA and math series PD provided by SBCSS. Coaches reflected on instruction by Marzano, Simms, and Tschannen-Moran PLC teams were provided various release days to work through the PLC process and develop UbD units, analyze assessment data, and plan instruction. Teachers were provided up to four days of training in June • 199 UbD units created as of 4/1/15. 86 UbD Resources requests submitted, 70 approved, 16 pending as of 4/6/15. • ELA: 7 trainings for 139 teacher leaders; Math: 3 trainings for 89 teacher leaders) • 33 teacher participants in Google Academy • District Assessment and Accountability team, in collaboration with grade-level teams from across the district, initiated process of identifying essential CCSS standards and generating CFAs	

Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and Instructional Coaches to facilitate specific strategies related to identified goals • SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites. . • SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit assessments. • School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance	N/A	• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. o Included within this work was the generation of multiple year data resources to progress monitor all data identified in 2014-15 LCAP goals by site and subgroup—low income, EL, Foster Youth, etc. • Implementation of PLC Cycle by Instructional Coaches to identify essential standards and corresponding learning targets, identification of mastery performance and implementation of common formative and summative assessments • School site PLC teams, with support of SJUSD Instructional Coaches, identified CCSS essential standards at each grade level to establish learning targets.	N/A

Scope of service	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			INCLUDING: __Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional Development • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers (substitute costs and hourly rate @ 25/hour)		**Refer to 4.1**	• Provided PLC audit with Austin Buffum • Instructional Coaches teamed with school sites' Teacher Learning Leaders • Provided substitutes and release time		**Refer to 4.1**
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For low income pupils: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Addition of 2 full-time counselors		**Refer to 3.1**	• Added two full-time counseling positions		**Refer to 3.1**

• Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways			• Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth of subgroups • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For English learners: **Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI$_2$ (including ELD instruction) progress monitoring processes.** • Certificated Stipends for EL Coaches at each district school site • Progress Monitoring of English Learner		**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource		**Refer to 3.1**

<table>
<tr>
<td>subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals

• Identification and engagement of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathway</td>
<td></td>
<td>reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum.

• Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.</td>
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<tr>
<td>Scope of service: LEA-wide
__ALL
OR:
__Low Income pupils _X_English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
<td>Scope of service: LEA-wide
__ALL
OR:
__Low Income pupils _X_English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
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<tr>
<td>For English learners:

• District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners</td>
<td>Refer to 3.1</td>
<td>• Purchased Rosetta Stone Language Learning K-12 software license</td>
<td>Refer to 3.1</td>
</tr>
<tr>
<td>Scope of service: LEA-wide
__ALL
OR:
__Low Income pupils _X_English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
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<td>Scope of service: LEA-wide
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OR:
__Low Income pupils _X_English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
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For foster youth: **Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes.** • Certificated Salaries/Benefits for addition of 2 full-time counselors • Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided two additional full-time counseling positions • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For redesignated fluent English proficient pupils:			

Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI2 progress monitoring processes. • Certificated Stipends for EL coaches at each school site • Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals • District-wide implementation of State of California Seal of Biliteracy Program • Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels	**Refer to 3.1**	• Provided stipends for EL Coaches at school sites • Generation of multiple year data resource reflecting prior year student performance on all relevant external assessments from which to gauge annual growth, and semi-annual PLC audit process as facilitated by Dr. Austin Buffum. • Assessment and identification of 55 Serrano High School graduates who were awarded California Seal of Biliteracy. ○ A secondary outgrowth was a district-wide celebration of EL students that were re-designated as fluent English proficient over the course of the year—157 students district-wide, double the number in 2013-14 • Site teams provided with introduction to ATP parent engagement design at December 2014 training. Parent Liaison from Vista Verde Elementary provided direct support to sister schools.	**Refer to 3.1**

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient _ Other Subgroups:(Specify)_			OR: __Low Income pupils __English Learners __Foster Youth _X_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?	PLC teams, supported by SJUSD Instructional Coaches, will continue their work within PLC Cycle to develop common formative assessments and common summative assessments connected to the development of Understanding by Design units in non-core areas. 2014-2015 LCAP Goal 8.2 has been incorporated into the 2015-16 LCAP Goal #1 as a progress monitoring measurement.				

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:	$_5,242,178_____

The LCAP funding for Supplemental and Concentration grant is estimated at $5,242,178. The funding will support SJUSD's LCAP goals for all students, including English Learners, Low Income Students and Foster Youth, through the actions and services identified in the LCAP. A primary focus within each of the goals included in the LCAP is professional learning for all Snowline staff to support the transformative changes necessary to incorporate the instructional shifts necessary for Common Core implementation. This transformation impacts all students, including English Learners, Low Income Students, and Foster Youth. By narrowing the focus of the LCAP plan, the intent is to raise the achievement bar for all students.

The 2015-2016 LCAP goals are built upon the actions and services generated through the initial LCAP. While those continuing actions and services and the corresponding expenditures are not delineated in the 2015-2016 LCAP goals, they are essential to the outcomes contained therein. Specifically, ongoing actions and services and the associated expenditures include:

- 10 Instructional Coach positions: LCFF 1110-- $855,429, 3XXX--- $197,094
- Ongoing licensing of Edutect software for cataloging UbD Instructional Units: CCSS 5800 Other Charges--$16,000.00
- Ongoing licensing of SWIS database software in support of PBIS: Title II 5840 Computer tech services--$ 5,000.00

While the LCAP serves as a comprehensive plan, each school's Single Plan for Student Achievement (SPSA) has been developed to ensure that actions and services described in the LCAP are utilized to enhance learning supports and opportunities for all students, including English Learners, Low Income Students and Foster Youth. The specific action and service identified under Goal 2 of establishing a district-wide Coordination of Service Team (COST) model will provide the means to monitor the progress of all students, but specifically English Learners, Low Income Students, and Foster Youth, in support of student achievement. Actions and services identified in the 2014-2015 LCAP that are ongoing in support of those identified in the 2015-2016 LCAP, and consequently SPSAs, and the associated expenditures include:

- 2 full-time School Counselor positions: LCFF 1211-- $118,452.00, 3XXX-- $ 26,579
- Stipend for EL Coach at each school site: Title III 1150 Stipends-- $ 22,000.00, 3XXX Benefits-- $ 3,000.00
- Ongoing licensing of Rosetta Stone software: LCFF 5840 Tech Related Services--$ 30,000.00

Additionally, SJUSD is committed to ongoing implementation of the district technology plan designed to increase access to technology tools and to support student achievement for all students, including English Learners, Low Income Students, and Foster Youth. District-wide planning in the current LCAP year, as in the initial LCAP, provides access to the necessary infrastructure and technology tools required of the Instructional

Shifts in the transformation to CCSS. In the current LCAP year, $550,000 has been allocated to support district-wide technology infrastructure as well as site technology needs in support of academic outcomes for all learners, including English Learners, Low Income Students, and Foster Youth as stipulated in SPSAs.

B. In the box below, identify the percentage 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.

9.33 %

For Snowline Joint Unified School District, the minimum proportionality percentage for English Learners, Low Income Students and Foster Youth is 9.33% in the 2015-2016 year. In order to ensure equity, SJUSD recognizes the need to improve and expand services for students within the targeted population groups.

The actions and services identified in the LCAP, while designed to enhance learning for all students, are especially critical to the academic success of the targeted populations. While the actions and services designated in the LCAP provide the foundational elements for all students, each school site's Single Plan for Student Achievement (SPSA) contains action plans that describe the specific program components designed for students within the targeted populations that are designed to ensure that all students make progress toward the identified outcomes related to each of the specific LCAP goals.

In attempting to utilize the LCAP goals as a means to strategically align efforts across all Snowline schools, a key element revolves around tracking performance outcomes across all priority areas for all students, including unduplicated pupils.

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).

01-13-15 [California Department of Education]