INFORMATION SHEET 9/8/2015 TRUSTEES' MEETING

ATTACHMENT: 7.3

TO: Jim Bridges

FOR: Board of Trustees

FR: Mindy Maxedon

DATE: September 8, 2015

ISSUE: Re-Adopt Jefferson School District Local Control Accountability Plan (LCAP), Year 2015-2016

In our budget adoption process in June, 2015, the 2015-16 LCAP was presented and approved. The next step in our budget and LCAP adoption process is a review by San Joaquin County Office of Education.

During the review with County Office, there were technical changes identified and agreed to by the district. Those changes are minor and included in this revised document. The minor technical changes made require a re-adoption of the 2015-16 LCAP.

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Jefferson School District Contact (Name, Title, Email, Phone Number):James Bridges, Superintendent, jbridges@sjcoe.net, 209-836-3388 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
Beginning in November of 2014, JESD began collecting data and developing a timeline for completing the LCAP. The process that was created focused on increasing stakeholder engagement and ensuring transparency. The District started by conducting a community survey to determine areas the community saw as priorities. Using that data the district then prepared for community forums in which District data was shared including community survey results and then gathered feedback from stakeholders. Gathering input from key stakeholders and aligning with the 8 State priorities a plan was developed focusing on three key areas. **January 27** — **LCAP Parent Advisory Committee Meeting One** **February 24** — **LCAP Parent Advisory Committee Meeting Two** **March 2** — **2014-2015 Annual LCAP Update Initial Review to SJCOE** **March 10** — **Present Plan Development Timeline with the Board and Invite Participation** **March 10** — **Seek Input from Parents at Hawkins and Traina School Site Councils** **March 13** — **Email Community Forum Invitation and Link to Input Survey** **March 17** — **Seek Input from Hawkins Students** **March 18** — **Seek Input from Jefferson Students** **March 19** — **Review Data and seek input from Cabinet/Site Leadership** **Seek Input from Parents at Monticello School Site Council** **March 20** — **Complete Data Collection for 8 Priority Areas** **March 23** — **Parent/Community Forum at Traina** **March 24** — **Present Annual Update and engage Parents on the DELAC Committee** **March 26** — **Seek Parent Input from Jefferson School Site Council (3:00 pm)** **March 30** — **Staff Forum at Monticello** **March 31** — **LCAP Parent Advisory Committee Meeting Three** **April 1** — **Seek Input from Traina Students** **April 6** — **Publish First Draft of the LCAP** **April 21** — **Consult with JTA on the First Draft of the LCAP** **April 24** — **Post Responses to Stakeholder Input on the Web and in Writing** **April 28** — **LCAP Parent Advisory Committee Four** **May 15** — **Submit Final Draft to SJCOE LCAP Review Team** **May 19** — **Present the Final Draft of the LCAP to the Board** **June 11** — **LCAP and Budget Public Hearing** **June 16** — **Board Approval of LCAP and Budget**	The LCAP engagement process was utilized as an opportunity to inform, educate, and gather input from community stakeholders. Throughout the planning process LCAP feedback was continually combined with the original input from the community survey and identified areas of improvement. Using the LCFF/LCAP legislation/requirements, State priorities, community input, qualitative and quantitative data, and budgets, a draft LCAP was produced. After roughly fifteen different meetings, the District identified common recurring themes, which are identified below. These themes are reflected in the goals, outcomes, actions, and investments of the District. Common themes included: • ***High Expectations for all students*** • ***Stakeholder Engagement*** • ***Conditions of Learning*** The draft LCAP presentation and updated iterations were posted on the District website for public review and feedback. The feedback and questions from stakeholders about the draft LCAP were responded to in writing, posted on the District website, and used to build the LCAP.

Annual Update: Beginning in November of 2014, JESD began collecting data and developing a timeline for completing the LCAP. One of the first steps was to collect data on the progress towards the goals included in the 2014-2015 plan. This data was used in the numerous LCAP input sessions to provide stakeholders with an update on the annual progress. The Annual Update served as a springboard to revise and improve the 2015-2018 LCAP Plan.	**Annual Update:** Sharing the Annual Update with stakeholders provided an opportunity to review what was working and realign the State priorities with the goals. The LCAP Advisory Committee utilized the input from the various stakeholder groups to reduce the five goals in the 2014-2017 LCAP down to three. This was done to provide increased focus on the main priorities.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	**Pupil Outcomes:** Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_ 6_ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Stakeholders utilized data collected and presented on the Riverside County Office of Education LCAP metric template. This data included STAR data, attendance data, EL data, and information on interventions. This data was collected from district databases, Dataquest, and School Accountability Report Cards. In order to increase the percent of students who are on track to attend college and are career ready, there is a need to: • Increase academic proficiency in ELA. Mathematics. Science, and History (CAASPP/API) • Implement the Common Core State Standards in Math and Language Arts (CCSS) • Implement English Language Development (ELD) Standards to Improve the EL Reclassification Rate and Percentage Making Progress Toward English Proficiency • Implement Next Generation Science Standards • Provide course access to Career Technical Education (CTE) • Provide Research Based Intervention Courses
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Priority 2: Common Core State Standards (CCSS) were adopted by JESD in the 2012-2013 year. Implementation of the CCSS will continue to improve and become more rigorous each year, as measured by classroom observation, data, and professional development. Initial CCSS focus has been on math due to the CCSS aligned textbook adoption in 2014, but with an ELA pilot adoption more focus will be placed on ELA and science. Priority 2: English Learners will continue to be screened and provided additional interventions. All English Learners will receive 30 minutes a day focused on ELD standards and will still have access to a broad course of study. Priority 4A: CAASPP base scores will not be available until Fall of 2016. The science CSTs have continued and the 5th grade science scores for 13/14 were 67% and for 8th grade science 67%. JSD expects to see a 2% increase annually on the 5/8th grade science scores. Priority 4B: NA Priority 4C: Currently no 7/8th grade students are receiving Career Tech Education. Increase opportunities by 5% annually for students to complete CTE classes. Priority 4D: JSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 22.8% in 13/14 and JSD students score 45.7% proficient. This rate will continue to improve annually. Priority 4E: The EL reclassification rate for 2012-2013 year was 8%. The reclassification rate declined in 2013-2014 (3.5%) and 2014-2015 (0%) due to the fact that the District did not have another measure than STAR to use for reclassification. The number of EL students in the cohort 5 years or more (LTEL) will decrease. In 13/14 the state proficiency level was 49% and Jefferson had LTEL students in the 5 year or more cohort were 81.1%, we expect this number to remain above 80% for this cohort while trying to reduce the overall number of students in this cohort. Priority 4F: NA

	Priority 4G: NA Priority 7A: A broad course of study that includes technology, CTE, and performing arts to students in grades 7-8. We expect to see more students at all three middle schools have greater enrichment opportunities as verified by master schedules and class rosters. In 2014, 7 courses district-wide were offered to 7-8th grade students. A broad course of study that includes technology and performing arts is available to all students TK-6. Priority 7B: Unduplicated students will have access to a broad course of study while still having access to all support programs they qualify for as verified by master schedules and class rosters.. Priority 7C: Students with exceptional needs will have access to a broad course of study while still having access to all support programs they qualify for as verified by master schedules and class rosters. Analyzing the master schedules has shown that students' placement in support classes may prevent them from accessing other enrichment courses. This problem will be addressed in the master schedule to lessen the scheduling conflict. Priority 8: In 13/14 there were 83 initial IEPs and 57 students qualified. In 14/15 there were 65 initial IEPs and 30 students qualified. The District plans to use this year as a baseline year to develop a comprehensive research based RTI program. The RTI program will show a decrease in the TK-8 % of students qualifying for special education services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 1.1: Develop grade level writing prompts and rubrics for each trimester and determine baselines for future growth.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.2: Develop performance tasks that measure college and career readiness.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.3: Ensure that the CCSS math curriculum and ELA CCSS instructional units are implemented using the CCSS strategies.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

AS 1.4: Continue to plan for all-day kindergarten to begin in the 2016-2017.	Grades TK/K	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.5: Continue providing planning and professional development time to the Next Generation Science Standard cadre.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,500 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and workshops)
AS 1.6: Send a team to become certified level three trainers for the Guided Language Acquisition and Development (GLAD) program or contract with GLAD Level three trainers.	All	__ALL ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,000 Supplemental OBJ - 1XXX, 3XXX, 5XXX (Teacher salaries, benefits, contracted presenters, and workshops)
AS 1.7: Develop formative assessments aligned to the ELD standards to monitor student progress each trimester.	All	__ALL ---------- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Supplemental OBJ - 5XXX (Contracted Services)

AS 1.8: Provide one in-service day on meeting the needs of diverse learners utilizing technology.	All	__ALL ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 Supplemental OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries. benefits, materials and contracted presenters)
AS 1.9: Develop a district-wide after school intervention program to close the achievement gap so students may access the core instruction.	All	__ALL ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 Supplemental OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials and contracted intervention support)
AS 1.10: Provide all school and district teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels as measured by the CAASPP, District Formative Assessments, IEP goals, and behavior support plans.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$152,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX (Teacher salaries, benefits, and materials)
AS 1.11: Maintain summer school for those students that are not meeting academic standards.	Grades K-7	__ALL ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$95,000 Supplemental OBJ - 1XXX, 2XXX, 3XXX, 4XXX, 5XXX (Admin/Teacher salaries, secretary, instructional

			aides, benefits, materials, and contracted services)
AS 1.12: Audit the district-wide Response to Intervention program and plan for implementing an updated program for the 2016-2017 school year.	All	__ALL ---------- OR: _X_Low Income pupils __X_English Learners _X_Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$300,000 Supplemental OBJ - 1XXX, 2XXX, 3XXX, 4XXX (Teacher salaries, instructional aide salaries benefits, and materials)
AS 1.13: Assess 6th grade students at the end of the year to determine which students qualify for accelerated math. Provide access to the accelerated math and supports for 7-8th grade students that meet eligibility criteria.	Grades 6-8	_X_ALL ---------- OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$49,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted TUSD Geometry)
AS 1.14: Provide all students access to enrichment activities that focus on real-world experiences, performing arts and technology.	All	_X_ALL ---------- OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$131,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted services)

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Priority 2: Common Core State Standards (CCSS) were adopted by JESD in the 2012-2013 year. Implementation of the CCSS will continue to improve and become more rigorous each year, as measured by classroom observation, data, and professional development. Initial CCSS focus has been on math due to the CCSS aligned textbook adoption in 2014, but with an ELA pilot adoption more focus will be placed on ELA and science. Priority 2: English Learners will continue to be screened and provided additional interventions. All English Learners will receive 30 minutes a day focused on ELD standards and will still have access to a broad course of study. Priority 4A: CAASPP base scores will not be available until Fall of 2016. The science CSTs have continued and the 5th grade science scores for 13/14 were 67% and for 8th grade science 67%. JSD expects to see a 2% increase annually on the 5/8th grade science socres. Priority 4B: NA Priority 4C: Currently no 7/8th grade students are receiving Career Tech Education. Increase opportunities by 5% annually for students to complete CTE classes. Priority 4D: JSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 22.8% in 13/14 and JSD students score 45.7% proficient. This rate will continue to improve annually. Priority 4E: Priority 4E: The EL reclassification rate for 2012-2013 year was 8%. The reclassification rate declined in 2013-2014 (3.5%) and 2014-2015 (0%) due to the fact that the District did not have another measure than STAR to use for reclassification. The number of EL students in the cohort 5 years or more (LTEL) will decrease. In 13/14 the state proficiency level was 49% and Jefferson had LTEL students in the 5 year or more cohort were 81.1%, we expect this number to remain above 80% for this cohort while trying to reduce the overall number of students in this cohort. Priority 4F: NA Priority 4G: NA Priority 7A: A broad course of study that includes technology, CTE, and performing arts to students in grades 7-8. We expect to see more students at all three middle schools have greater enrichment opportunities. A broad course of study that includes technology and performing arts is available to all students TK-6. Priority 7B: Unduplicated students will have access to a broad course of study while still having access to all support programs they qualify for. Priority 7C: Students with exceptional needs will have access to a broad course of study while still having access to all support programs they qualify for. Analyzing the master schedules has shown that students' placement in support classes may prevent them from accessing other enrichment courses. Priority 8: In 13/14 there were 83 initial IEPs and 57 students qualified. In 14/15 there were 65 initial IEPs and 30 students qualified The District plans to use this year as a baseline year to develop a comprehensive research based RTI program. The RTI program will show a decrease in the TK-8 % of students qualifying for special education services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 1.1: Administer grade level writing prompts and rubrics each trimester and determine baselines for future growth.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.2: Implement performance tasks that measure college and career readiness.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.3: Ensure that the CCSS math curriculum and ELA CCSS instructional units are implemented using the CCSS strategies.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

AS 1.4: Implement all-day kindergarten and transitional kindergarten.	Grades TK/K	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,000 LCFF Base OBJ - 2XXX, 3XXX, 4XXX, 5XXX (Instructional Aide salaries, benefits, materials, and workshops)
AS 1.5: Implement the Next Generation Science Standards in an integrated fashion in 6th grade.	Grade 6	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,500 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and workshops)
AS 1.6: Implement GLAD strategies in all TK-2nd grade classrooms.	Grades TK-2	__ALL ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$71,800 Supplemental OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, contracted presenters, and workshops)

AS 1.7: Administer formative assessments aligned to the ELD standards to monitor student progress each trimester.	All	__ALL ---------- OR: __Low Income pupils __X_English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.8: Provide one in-service day on meeting the needs of diverse learners utilizing technology.	All	__ALL ---------- OR: _X_Low Income pupils __X_English Learners _X_Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 Supplemental OBJ - 1XXX, 3XXX, 5XXX (Teacher salaries, benefits, materials, and contracted presenters)
AS 1.9: Monitor and refine the district-wide after school intervention program to close the achievement gap so students may access the core instruction.	All	__ALL ---------- OR: _X_Low Income pupils __X_English Learners _X_Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 Supplemental OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted intervention support)

AS 1.10: Provide all school and district teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels as measured by the CAASPP, District Formative Assessments, IEP goals, and behavior support plans.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$152,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX (Teacher salaries, benefits, and materials)
AS 1.11: Maintain summer school for those students that are not meeting academic standards.	Grades K-7	__ALL ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$95,000 Supplemental OBJ - 1XXX, 2XXX, 3XXX, 4XXX, 5XXX (Admin/Teacher salaries, secretary, instructional aides, benefits, materials, and contracted services)
AS 1.12: Monitor and refine the Response to Intervention program district-wide.	All	__ALL ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$300,000 Supplemental OBJ - 1XXX, 2XXX, 3XXX, 4XXX (Teacher salaries, instructional aide salaries benefits, and materials)

AS 1.13: Assess 6th grade students at the end of the year to determine which students qualify for accelerated math. Provide access to the accelerated math and supports for 7-8th grade students that meet eligibility criteria.	Grades 6-8	_X_ ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$49,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted TUSD Geometry)
AS 1.14: Provide all students access to enrichment activities that focus on real-world experiences, performing arts and technology.	All	_X_ ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$131,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted services)
AS 1.15: Monitor and evaluate classroom teachers' daily ELD instruction focusing on academic language development.	All	__ALL ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Priority 2: Common Core State Standards (CCSS) were adopted by JESD in the 2012-2013 year. Implementation of the CCSS will continue to improve and become more rigorous each year, as measured by classroom observation, data, and professional development. Initial CCSS focus has been on math due to the CCSS aligned textbook adoption in 2014, but with an ELA pilot adoption more focus will be placed on ELA and science. Priority 2: English Learners will continue to be screened and provided additional interventions. All English Learners will receive 30 minutes a day focused on ELD standards and will still have access to a broad course of study. Priority 4A: CAASPP base scores will not be available until Fall of 2016. The science CSTs have continued and the 5th grade science scores for 13/14 were 67% and for 8th grade science 67%. JSD expects to see a 2% increase annually on the 5/8th grade science scores. Priority 4B: NA Priority 4C: Currently no 7/8th grade students are receiving Career Tech Education. Increase opportunities by 5% annually for students to complete CTE classes. Priority 4D: JSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 22.8% in 13/14 and JSD students score 45.7% proficient. This rate will continue to improve annually. Priority 4E: Priority 4E: The EL reclassification rate for 2012-2013 year was 8%. The reclassification rate declined in 2013-2014 (3.5%) and 2014-2015 (0%) due to the fact that the District did not have another measure than STAR to use for reclassification. The number of EL students in the cohort 5 years or more (LTEL) will decrease. In 13/14 the state proficiency level was 49% and Jefferson had LTEL students in the 5 year or more cohort were 81.1%, we expect this number to remain above 80% for this cohort while trying to reduce the overall number of students in this cohort. Priority 4F: NA Priority 4G: NA Priority 7A: A broad course of study that includes technology, CTE, and performing arts to students in grades 7-8. We expect to see more students at all three middle schools have greater enrichment opportunities. A broad course of study that includes technology and performing arts is available to all students TK-6. Priority 7B: Unduplicated students will have access to a broad course of study while still having access to all support programs they qualify for. Priority 7C: Students with exceptional needs will have access to a broad course of study while still having access to all support programs they qualify for. Analyzing the master schedules has shown that students' placement in support classes may prevent them from accessing other enrichment courses. Priority 8: In 13/14 there were 83 initial IEPs and 57 students qualified. In 14/15 there were 65 initial IEPs and 30 students qualified The District plans to use this year as a baseline year to develop a comprehensive research based RTI program. The RTI program will show a decrease in the TK-8 % of students qualifying for special education services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 1.1: Administer grade level writing prompts and rubrics each trimester.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.2: Implement performance tasks that measure college and career readiness.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.3: Ensure that the CCSS math curriculum and ELA CCSS instructional units are implemented using the CCSS strategies.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

AS 1.4: Implement all-day kindergarten and transitional kindergarten.	Grades TK/K	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,000 LCFF Base OBJ - 2XXX, 3XXX, 4XXX, 5XXX (Instructional aide salaries, benefits, materials, and workshops)
AS 1.5: Implement Next Generation Science Standards in 7th grade.	Grade 7	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,500 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and workshops)
AS 1.6: Implement GLAD strategies in all 3-5 grade classrooms.	Grades 3-5	__ALL ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$71,800 Supplemental OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, contracted presenters, and workshops)

AS 1.7: Administer formative assessments aligned to the ELD standards to monitor student progress each trimester.	All	__ALL ---------- OR: __Low Income pupils __X_English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 1.8: Provide one in-service day on meeting the needs of diverse learners utilizing technology.	All	__ALL ---------- OR: _X_Low Income pupils __X_English Learners _X_Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 Supplemental OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted presenters)
AS 1.9: Continue to offer a district-wide after school intervention program to close the achievement gap so students may access the core instruction.	All	__ALL ---------- OR: _X_Low Income pupils __X_English Learners _X_Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 Supplemental OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted intervention support)

AS 1.10: Provide all school and district teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels as measured by the CAASPP, District Formative Assessments, IEP goals, and behavior support plans.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$152,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX (Teacher salaries, benefits, and materials)
AS 1.10: Maintain summer school for those students that are not meeting academic standards.	Grades K-7	__ALL ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$95,000 Supplemental OBJ - 1XXX, 2XXX, 3XXX, 4XXX, 5XXX (Admin/Teacher salaries, secretary, instructional aides, benefits, materials, and contracted services)
AS 1.12: Maintain a robust Response to Intervention program at all sites.	All	__ALL ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$300,000 Supplemental OBJ - 1XXX, 2XXX, 3XXX, 4XXX (Teacher salaries, instructional aide salaries benefits, and materials)

AS 1.13: Assess 6th grade students at the end of the year to determine which students qualify for accelerated math. Provide access to the accelerated math and supports for 7-8th grade students that meet eligibility criteria.	Grades 6-8	_X_ ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$49,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted TUSD Geometry)
AS 1.14: Provide all students access to enrichment activities that focus on real-world experiences, performing arts and technology.	All	_X_ ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$131,000 LCFF Base OBJ - 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted services)
AS 1.15: Monitor and evaluate classroom teachers' daily ELD instruction focusing on academic language development.	All	__ALL ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

GOAL:	**Engagement:** Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7_ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	In order to foster positive relationships between staff, students, parents, and the community the LCAP Advisory Committee reviewed the Parent, Student, and Staff Surveys, CHKS Survey, attendance rates, and discipline data, and determined there is a need to: • Increase the opportunities for parents, students, and staff to participate in the decision making process. • Improve communication throughout the organization by utilizing email, text, and social media. • Improve student engagement by providing strong character education programs to improve school climate and provide counseling support to all students in need. • Reduce suspension and expulsion rates by implementing Positive Behavior Intervention and Support (PBIS) programs at each of the sites and utilize alternative means of correction. • Maintain the low 8th grade dropout rates. • Maintain school attendance rates at or above 96 percent. • Monitor school safety and climate through the California Healthy Kids Survey and District Annual Survey.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. (Over 75 parent meetings were held in 14/15 including SSC, PFA, Title 1, ELAC/DELAC, GATE, LCAPPAC, COC, and other community meetings. In 15/16 JSD plans to increase parent involvement opportunities by 5%. Priority 3B: Parents of unduplicated students are notified of the meetings listed in 3A and additional meetings available to them. (Over 10 parent meetings were held in 14/15 and JSD plans to increase such meetings by 5%. Priority 3C: Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more. (300 meetings were held in 14/15, 15/16 numbers will be based upon teacher/parent referrals and actual student needs. Priority 5A: The 13/14 attendance rate was 97.15% and the 14/15 attendance rate to date is 97.24%. JSD will continue to have attendance rates above 97% as verified by Aeries reports. Priority 5B: Chronic absences for 13/14 .03% and 14/15 were .05%. JSD will continue to keep chronic absenteeism below .05% as verified by Aeries reports. Priority 5C: The JSD middle school dropout rate for 12/13 .008% and 13/14 0%. JSD will continue to keep better records and strive to maintain a 0% dropout rate as verified by Aeries reports. Priority 5D: NA Priority 5E: NA Priority 6A: JSD suspension rate for 12/13 was 3.1% and 13/14 was 3.2%. JSD will continue to work towards lowering the suspension rate as verified by Aeries reports.

	Priority 6B: JSD expulsion rate for 12/13 was 0.0% and 13/14 was 0.0%. JSD will continue to work towards maintaining the expulsion rate as verified by Aeries reports. Priority 6C: The 13/14 California Healthy Kids Survey (CHKS) reports 72% of 7th graders felt safe at school and 62% felt highly connected to their school. JSD will show a 2% improvement annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 2.1: Track parent involvement opportunities at both the site and district level.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 2.2: Survey parents, students, and staff annually on school climate, engagement and safety.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 2.3: Ensure that all parents are notified at least one week in advance of all school events utilizing email, text, and social media.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$14,000 LCFF Base OBJ – 5XXX (Contracted services)
AS 2.4: Provide a research based Character Education program based on the PBIS model at all school sites and celebrate good character.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted services)

AS 2.5: Implement alternative means of correction prior to suspending or expelling students when appropriate.	All	_X_ALL ---------- OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Teacher/Administrator Salaries, benefits, materials, and contracted services)
AS 2.6: Utilize the school psychologist to help classroom teachers with students needing more intensive behavioral intervention and support.	All	_X_ALL ---------- OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,530 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Psychologist salaries, benefits, materials, and contracted services)
AS 2.7: Provide counseling and supports to students/families that are in need.	All	_X_ALL ---------- OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000 LCFF Base OBJ –5XXX (Contracted counseling services)

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. (Over 75 parent meetings were held in 14/15 including SSC, PFA, Title 1, ELAC/DELAC, GATE, LCAPPAC, COC, and other community meetings. In 15/16 JSD plans to increase parent involvement opportunities by 5%. Priority 3B: Parents of unduplicated students are notified of the meetings listed in 3A and additional meetings available to them. (Over 10 parent meetings were held in 14/15 and JSD plans to increase such meetings by 5%. Priority 3C: Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more. (300 meetings were held in 14/15, 15/16 numbers will be based upon teacher/parent referrals and actual student needs. Priority 5A: The 13/14 attendance rate was 97.15% and the 14/15 attendance rate to date is 97.24%. JSD will continue to have attendance rates above 97% as verified by Aeries reports. Priority 5B: Chronic absences for 13/14 .03% and 14/15 were .05%. JSD will continue to keep chronic absenteeism below .05% as verified by Aeries reports. Priority 5C: The JSD middle school dropout rate for 12/13 .008% and 13/14 0%. JSD will continue to keep better records and strive to maintain a 0% dropout rate as verified by Aeries reports. Priority 5D: NA Priority 5E: NA Priority 6A: JSD suspension rate for 12/13 was 3.1% and 13/14 was 3.2%. JSD will continue to work towards lowering the suspension rate as verified by Aeries reports. Priority 6B: JSD expulsion rate for 12/13 was 0.0% and 13/14 was 0.0%. JSD will continue to work towards maintaining the expulsion rate as verified by Aeries reports. Priority 6C: The 13/14 California Healthy Kids Survey (CHKS) reports 72% of 7th graders felt safe at school and 62% felt highly connected to their school. JSD will show a 2% improvement annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 2.1: Track parent involvement opportunities at both the site and district level.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

AS 2.2: Survey parents, students, and staff annually on school climate, engagement and safety.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 2.3: Ensure that all parents are notified at least one week in advance of all school events utilizing email, text, and social media.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$14,000 LCFF Base OBJ – 5XXX (Contracted services)
AS 2.4: Provide a research based Character Education program based on the PBIS model at all school sites and celebrate good character.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted services)
AS 2.5: Implement alternative means of correction prior to suspending or expelling students when appropriate.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Teacher/Administrator salaries, benefits, materials, and contracted services)

AS 2.6: Utilize the school psychologist to help classroom teachers with students needing more intensive behavioral intervention and support.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,530 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX Psychologist salaries, benefits, materials, and contracted services)
AS 2.7: Provide counseling and supports to students/families that are in need.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000 LCFF Base OBJ –5XXX (Contracted Services)

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. (Over 75 parent meetings were held in 14/15 including SSC, PFA, Title 1, ELAC/DELAC, GATE, LCAPPAC, COC, and other community meetings. In 15/16 JSD plans to increase parent involvement opportunities by 5%. Priority 3B: Parents of unduplicated students are notified of the meetings listed in 3A and additional meetings available to them. (Over 10 parent meetings were held in 14/15 and JSD plans to increase such meetings by 5%. Priority 3C: Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more. (300 meetings were held in 14/15, 15/16 numbers will be based upon teacher/parent referrals and actual student needs. Priority 5A: The 13/14 attendance rate was 97.15% and the 14/15 attendance rate to date is 97.24%. JSD will continue to have attendance rates above 97% as verified by Aeries reports. Priority 5B: Chronic absences for 13/14 .03% and 14/15 were .05%. JSD will continue to keep chronic absenteeism below .05% as verified by Aeries reports. Priority 5C: The JSD middle school dropout rate for 12/13 .008% and 13/14 0%. JSD will continue to keep better records and strive to maintain a 0% dropout rate as verified by Aeries reports. Priority 5D: NA Priority 5E: NA Priority 6A: JSD suspension rate for 12/13 was 3.1% and 13/14 was 3.2%. JSD will continue to work towards lowering the suspension rate as verified by Aeries reports.

	Priority 6B: JSD expulsion rate for 12/13 was 0.0% and 13/14 was 0.0%. JSD will continue to work towards maintaining the expulsion rate as verified by Aeries reports. Priority 6C: The 13/14 California Healthy Kids Survey (CHKS) reports 72% of 7th graders felt safe at school and 62% felt highly connected to their school. JSD will show a 2% improvement annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 2.1: Track parent involvement opportunities at both the site and district level.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 2.2: Survey parents, students, and staff annually on school climate, engagement and safety.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
AS 2.3: Ensure that all parents are notified at least one week in advance of all school events utilizing email, text, and social media.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$14,000 LCFF Base OBJ – 5XXX (Contracted services)
AS 2.4: Provide a research based Character Education program based on the PBIS model at all school sites and celebrate good character.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Teacher salaries, benefits, materials, and contracted services)

AS 2.5: Implement alternative means of correction prior to suspending or expelling students when appropriate.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Teacher/administrator salaries, benefits, materials, and contracted services)
AS 2.6: Utilize the school psychologist to help classroom teachers with students needing more intensive behavioral intervention and support.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,530 LCFF Base OBJ – 1XXX, 3XXX, 4XXX, 5XXX (Psychologist salaries, benefits, materials, and contracted services)
AS 2.7: Provide counseling and supports to students/families that are in need.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000 LCFF Base OBJ –5XXX (Contracted services)

GOAL:	**Conditions of Learning:** Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:

In order to maintain and improve the high quality instruction, stakeholders reviewed the School Accountability Report Card data and felt there is a need to:

- Improve the teacher misassignment rate to 0%.
- Maintain the rate 0% students lacking own textbook rate and purchase CCSS aligned textbooks in Language Arts/ELD standards.
- Maintain the districts standard of 100% credentialed teacher rate and minimize the use of intern teachers.
- There are currently two teachers teaching outside their subject areas and the district is working with them to earn the proper credentials or reassign them.
- Increase the Highly Qualified Teacher rate from 98% to 100% and maintain the teacher of EL misassignment rate at 0%.
- Maintain *good condition* standards as determined by the Facilities Inspection Tool (FIT) report focusing on safety, cleanliness, and restrooms/fountains in good repair.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Priority 1A: JSD will continue to recruit, hire, and retain highly qualified teachers who are fully credentialed and working within their subject area. We expect to maintain 100% in both categories as verified by the annual credential audit.
Priority 1B: JSD will continue to ensure that 100% of students have a state adopted textbook for each course as verified by the Instructional Materials Certification as verified by the Sufficient Textbook Instructional Materials Resolution (Williams Act). JSD has budgeted and planned for the adoption on CCSS aligned curriculum as the state adopts them.
Priority 1C: JSD will continue to ensure that all sites maintain a good condition standard by utilizing deferred maintenance funds to maintain all schools in good repair as verified by the FIT report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 3.1: Ensure that all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils that they are teaching.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,566,244 LCFF Base OBJ – 1XXX, 3XXX (Teacher salaries and benefits)

AS 3.2: Utilize staff meetings, minimum days, additional work days, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$222,000 LCFF Base OBJ – 1XXX, 2XXX, 3XXX, 4XXX, 5XXX (Teacher/Administrator, classified salaries, benefits, materials, workshops, and contracted services)
AS 3.3: Form a language arts adoption committee to ensure the adoption of a California Standards aligned ELA program in which the ELD standards are embedded.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$520,000 LCFF Base OBJ – 1XXX, 3XXX, and 4XXX (Teacher salaries, benefits, and materials)
AS 3.4: Purchase technology devices and supporting infrastructure at a ratio of at least 4:1 students to device in 3-5th grades.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200,000 GO Bond Fund 21 OBJ – 4XXX, 5XXX (Materials and contracted services)
AS 3.5: Continue the 6 year life cycle repair/replacement for all technology devices computer labs, servers, teacher laptops, and support staff computers.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 LCFF Base OBJ – 4XXX, 5XXX (Materials and contracted services)

AS 3.6: The Director of Maintenance Operations and Transportation will walk all of the sites quarterly to develop a list of deferred maintenance items to be completed. A focus of these walks will be on site safety.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$168,800 LCFF Base OBJ – 4XXX, 5XXX (Materials and contracted services)
AS 3.7: Site administrators, head custodians, the landscaper and MOT Director will walk each site monthly to establish a priority list of things that need to be repaired/cleaned.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$361,180 LCFF Base OBJ – 2XXX, 3XXX, 4XXX, 5XXX, 6XXX (MOT Director/custodian/landscaper salaries, benefits, materials, and contracted services)

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Priority 1A: JSD will continue to recruit, hire, and retain highly qualified teachers who are fully credentialed and working within their subject area. We expect to maintain 100% in both categories as verified by the annual credential audit. Priority 1B: JSD will continue to ensure that 100% of students have a state adopted textbook for each course as verified by the Instructional Materials Certification as verified by the Sufficient Textbook Instructional Materials Resolution (Williams Act). JSD has budgeted and planned for the adoption on CCSS aligned curriculum as the state adopts them. Priority 1C: JSD will continue to ensure that all sites maintain a good condition standard by utilizing deferred maintenance funds to maintain all schools in good repair as verified by the FIT report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 3.1: Ensure that all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils that they are teaching.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,566,244 LCFF Base OBJ – 1XXX, 3XXX (Teacher salaries and benefits)
AS 3.2: Utilize staff meetings, minimum days, additional work days, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$222,000 LCFF Base OBJ – 1XXX, 2XXX, 3XXX, 4XXX, 5XXX (Teacher/Administrator, classified salaries, benefits, materials, workshops, and contracted services)
AS 3.4: Purchase technology devices and supporting infrastructure at a ratio of at least 4:1 students to device in TK-2nd grade.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200,000 GO Bond Fund 21 OBJ – 4XXX, 5XXX (Materials and contracted services)
AS 3.5: Continue the 6 year life cycle repair/replacement for all technology devices computer labs, servers, teacher laptops, and support staff computers.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 LCFF Base OBJ – 4XXX, 5XXX (Materials and contracted services)

AS 3.6: The Director of Maintenance Operations and Transportation will walk all of the sites quarterly to develop a list of deferred maintenance items to be completed. A focus of these walks will be on site safety.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$168,800 LCFF Base OBJ – 4XXX, 5XXX (Materials and contracted services)
AS 3.7: Site administrators, head custodians, the landscaper and MOT Director will walk each site monthly to establish a priority list of things that need to be repaired/cleaned.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$361,180 LCFF Base OBJ – 2XXX, 3XXX, 4XXX, 5XXX (MOT Director, custodian, landscaper salaries, benefits, materials, and contracted services)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Priority 1A: JSD will continue to recruit, hire, and retain highly qualified teachers who are fully credentialed and working within their subject area. We expect to maintain 100% in both categories as verified by the annual credential audit. Priority 1B: JSD will continue to ensure that 100% of students have a state adopted textbook for each course as verified by the Instructional Materials Certification as verified by the Sufficient Textbook Instructional Materials Resolution (Williams Act). JSD has budgeted and planned for the adoption on CCSS aligned curriculum as the state adopts them. Priority 1C: JSD will continue to ensure that all sites maintain a good condition standard by utilizing deferred maintenance funds to maintain all schools in good repair as verified by the FIT report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AS 3.1: Ensure that all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils that they are teaching.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,566,244 LCFF Base OBJ – 1XXX, 3XXX (Teacher salaries and

			benefits
AS 3.2: Utilize staff meetings, minimum days, additional work days, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$222,000 LCFF Base OBJ – 1XXX, 2XXX, 3XXX, 4XXX, 5XXX (Teacher/Administrator, classified salaries, benefits, materials, workshops, and contracted services)
AS 3.4: Purchase technology devices and supporting infrastructure to maintain a ratio of at least 4:1 students to device in all grades.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 LCFF Base OBJ – 4XXX, 5XXX (Materials and contracted services)
AS 3.5: Continue the 6 year life cycle repair/replacement for all technology devices computer labs, servers, teacher laptops, and support staff computers.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 LCFF Base OBJ – 4XXX, 5XXX (Materials and contracted services)

AS 3.6: The Director of Maintenance Operations and Transportation will walk all of the sites quarterly to develop a list of deferred maintenance items to be completed. A focus of these walks will be on site safety.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$168,800 LCFF Base OBJ – 4XXX, 5XXX (Materials and contracted services)
AS 3.7: Site administrators, head custodians, the landscaper and MOT Director will walk each site monthly to establish a priority list of things that need to be repaired/cleaned.	All	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$361,180 LCFF Base OBJ – 2XXX, 3XXX, 4XXX, 5XXX (MOT Director, custodian, landscaper salaries, benefits, materials, and contracted services)

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:	**High Expectations:** Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction. 1.1 By June 2017, all students will increase by 5 percentage points annually as measured by the CAASPP and District Formative Assessments. 1.2 By June 2017, all English Learners will increase in attainment of English language by a minimum of one proficiency level each year to ensure reclassification within five years as measured by the California English Language Development Test (CELDT). 1.3 By June 2017, all school and district teams will collaborate around data to implement a sustainable well defined support system that enables all learners to achieve at high levels as measured by the CAASPP, District Formative Assessments, IEP goals, behavior support plans.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All pupils	

Expected Annual Measurable Outcomes:	1.1a Develop formative assessments aligned to the Common Core State (CCSS) and determine baselines for future growth. 1.1b Develop performance tasks that measure college and career readiness. 1.1c Provide 3 minimum days with an ELD Focus 1.1d Ensure that the CCSS math curriculum and ELA CCSS instructional units are implemented using the CCSS strategies 1.1e Review the research on all-day Kindergarten and visit other school districts that are currently doing it. 1.1f Audit the special education program and ensure the highest quality supports to students. 1.2a Develop a process and plan for implementing Guided Language Acquisition and Development (GLAD). 1.2b Purchase formative assessments aligned to the ELD standards to monitor student progress each trimester. 1.2c Hire outside consultants to audit the District English Learner Program and provide recommendations for improvement. 1.3a Form a committee to develop a robust after school intervention program to close the achievement gap to ensure all students may access the core instruction. 1.3b Maintain Site and establish a District data team to review District level data and make recommendations for the LCAP. 1.3c Train all administrators and coaches on the Instructional Rounds process. 1.3d Reinstate summer school for those students that are not meeting academic standards. 1.3e Audit the district-wide Response to Intervention program. 1.3f Provide counseling to high-need students. As measured by: Credential/Certification audit, benchmark assessments, CAASP, CELDT, API, college readiness	Actual Annual Measurable Outcomes:	Based upon a review of progress, Stakeholders agree that all programs were effective. Priority 2: Common Core State Standards (CCSS) were adopted by JESD in the 2012-2013 year. Implementation of the CCSS will continue to improve and become more rigorous each year, as measured by classroom observation, data, and professional development. Initial CCSS focus has been on math due to the CCSS aligned textbook adoption in 2014, but with an ELA pilot adoption more focus will be placed on ELA and science. Priority 2: English Learners will continue to be screened and provided additional interventions. All English Learners will receive 30 minutes a day focused on ELD standards and will still have access to a broad course of study. Priority 4A: CAASPP base scores will not be available until Fall of 2016. The science CSTs have continued and the 5th grade science scores for 13/14 were 67% and for 8th grade science 67%. JSD expects to see a 2% increase annually on the 5/8th grade science scores. Priority 4B: NA Priority 4C: Currently no 7/8th grade students are receiving Career Tech Education. Increase opportunities by 5% annually for students to complete CTE classes. Priority 4D: JSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 22.8% in 13/14 and JSD students score 45.7% proficient. This rate will continue to improve annually. Priority 4E: The EL reclassification rate for 2012-2013 year was 8%. The reclassification rate declined in 2013-2014 (3.5%) and 2014-2015 (0%) due to the fact that the District did not have another measure than STAR to use for reclassification. The number of EL students in the cohort 5 years or more (LTEL) will decrease. In 13/14 the state proficiency level was 49% and Jefferson had LTEL students in the 5 year or more cohort were 81.1%, we expect this number to remain above 80% for this cohort while trying to reduce the overall number of students in this cohort. Priority 4F: NA Priority 4G: NA

			Priority 8: In 13/14 there were 83 initial IEPs and 57 students qualified. In 14/15 there were 65 initial IEPs and 30 students qualified. The District plans to use this year as a baseline year to develop a comprehensive research based RTI program. The RTI program will show a decrease in the TK-8 % of students qualifying for special education services.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1.1a Develop ELA Benchmark assessments aligned to CCSS and instructional Assessment validation by teacher		1.1a $15,000 OBJ 58XX $3,400 OBJ 1XXX,3XXX Funding Source: Resource 0709 Resource 1100 Resource 0000	1.1a The District Pacing Guide team developed formative ELA assessments to be used at all grade levels. In addition, the team validated the formative math assessments that came with the GoMath adoption.		1.1a $14,821 LCFF Base Resource 0000 OBJ 58XX $3,961 Resource 4035 OBJ 1XXX,3XXX (Teacher salaries, benefits, contracted services) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service:	All Schools		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)_____		

1.1b Utilize Illuminate for performance tasks that measure college and career readiness	1.1b $15,000 OBJ 58XX Funding Source: Resource 0709 Resource 1100 Resource 0000	1.1b The District Pacing Guide spent the year planning the formative assessments and was not provided adequate time to develop performance tasks. This goal will be moved forward to 15/16.	1.1b $0 LCFF Base OBJ 58XX Funding Source: Resource 0709 Resource 1100 Resource 0000 (Contracted services) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.1c 3 minimum days with ELD focus	1.1c $5,000 OBJ 58XX Funding Source: Resource 0709	1.1c Teachers were provided with 2 district led minimum days focused on introducing the new ELD standards and 1 site led day with an ELD focus.	1.1c $2,000 Supplemental OBJ 58XX Funding Source: Resource 0709 (Contracted presenter)
Scope of service: All Schools __ALL		Scope of service: All Schools __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)_____	
1.2b Purchase formative assessments aligned to ELD standards	1.2b $5,000 OBJ 5XXX Funding Source: Resource 0709 Resource 4203	1.2b Formative assessments aligned to ELD standards have not been found at this time. The team continues to research possible assessments.	1.2b $0 Supplemental OBJ 5XXX Funding Source: Resource 0709 Resource 4203 (Contracted services)
Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2c Audit of EL program	1.2c $2,500 OBJ 5XXX Funding Source: Resource 0709 Resource 4203	1.2c The district continues to look for outside consultants to audit the District English Learner Program and provide recommendations for improvement.	1.2c $0 Supplemental OBJ 5XXX Funding Source: Resource 0709 Resource 4203 (Contracted services)
Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.3a Offer afterschool intervention program at all 4 sites	1.3a $105,000 OBJ 1XXX,3XXX Funding Source: Resource 0709	1.3a While each school continues to offer some after school intervention a committee to develop district standards still needs to be established.	$13,000 Supplemental OBJ 1XXX,3XXX Funding Source: Resource 0709 (Teacher salaries and benefits)
Scope of service: All Schools __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3c Train all administrators and coaches on the Instructional Rounds process	1.3c $5,000 OBJ 5XXX Funding Source: Resource 0709 Resource 0000	1.3c A decision was made to postpone this implementation one year.	1.3c $0 LCFF Base OBJ 5XXX Funding Source: Resource 0000 (Contracted services) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.3d Reinstate summer school for at-risk students	1.3d $95,000 OBJ 1XXX,3XXX,4XXX Funding Source: Resource 0709	1.3d Summer School hiring, bell schedules, transportation, food services, curriculum, and identification process are all being completed on schedule.	1.3d $90,000 est. Supplemental OBJ 1XXX, 2XXX, 3XXX,4XXX Funding Source: Resource 0709 (Teacher and instructional aide salaries, benefits, and supplies)
Scope of service: All Schools __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth__Redesignated fluent English proficient __Other Subgroups:(Specify)__		Scope of service: All Schools __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	
1.3f Provide counseling services.	1.3f $10,000 OBJ 1XXX,3XXX Funding Source: Resource 0709 Resource 0000	1.3f All high-needs students have been provided counseling services.	1.3f $10,000 LCFF Base OBJ 1XXX,3XXX Funding Source: Resource 0000 (Psychologist salaries and benefits) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL		Scope of service: All Schools _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?	Based upon input from stakeholder groups, surveys, and the recommendation of the Parent Advisory Committee, goals 1 and 3 from 2014/2015 were combined into one goal. - Action 1.1a: Was completed and dropped. - Action 1.1c: Was completed and dropped. - Action 1.2b: Updated language from purchased to develop ELD formative assessments. - Action 1.2c: Reviewed progress towards action and decided to drop it. - Action 1.3a: Updated language to reflect moving from developing a committee to developing a new program. - Action 1.3c: Reviewed progress towards action and decided to drop it.

Original GOAL from prior year LCAP:	**Engagement:** Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. 2.1 By June 2017, increase parental involvement in school-wide, classroom, leadership, and parent learning opportunities by 15 percentage points. 2.2 By June 2017, increase school engagement for all student sub-groups by 5 percentage points annually as measured by the California Healthy Kids Survey. 2.3 By June 2017, all schools will sustain research-based practices that address character education, leadership development and develop positive assets in all students. 2.4 By June 2017, reduce the suspension rate to 2% district-wide. 2.5 By June 2017, increase student attendance to 98% daily and ensure that no student misses more than 18 school days (excused or unexcused) without making it up. 2.6 By June 2017, students, staff, and parents will demonstrate increased support, encouragement, and pride in the schools and district as measured by the annual climate survey.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	2.1a Develop a metric to track parent involvement in school-wide, classroom, leadership, and parent learning opportunities. 2.1b Survey parents on areas that they would like to be involved in their student's education. 2.1c Ensure that parents are notified at least one week in advance of all school events. 2.1d Utilize email, text, and social media to communicate with parents about upcoming events. 2.2a Review the results from the California Healthy Kids Survey 2013-2014 and develop a plan to improve student engagement and set growth targets. 2.2b Survey students on ways to increase engagement in the school community. 2.3a Create a task force to audit what is happening currently at each school site to foster character development. 2.3b Survey parents on the components of a character education program. 2.3c Celebrate good character in classrooms, at the school level, and district-wide. 2.4a The administrative team will research proactive steps to reduce suspensions/expulsions and look for alternative means of correction as well as calibrating what warrants suspension/expulsion. 2.4b Hire a 40% Behavior Intervention Specialist to work with students receiving special education services. 2.4c Review the discipline data to determine the proportionally based upon the District demographics in all sub-groups. 2.5a Develop a Student Attendance Review Board and develop District policies and procedures for addressing students missing school. 2.5b Provide counseling and support for students that are missing school. 2.5c Review District attendance policies and update them to reflect counting excused and unexcused absences. 2.5d Work with students to identify barriers to school attendance. 2.5e Create a system of incentives to motivate students to attend school regularly. 2.6a Survey students, parents, and staff on ways to increase moral and pride in	Actual Annual Measurable Outcomes:	Based upon a review of progress, Stakeholders agree that all programs were effective. Priority 3A: Students and teachers benefit from parent involvement and training. Parents' input is encouraged at both the site and district level. Parents are notified of opportunities to participate via mailings, email, newsletters, phone calls, social media, and the web. (Over 75 parent meetings were held in 14/15 including SSC, PFA, Title 1, ELAC/DELAC, GATE, LCAPPAC, COC, and other community meetings. In 15/16 JSD plans to increase parent involvement opportunities by 5%. Priority 3B: Parents of unduplicated students are notified of the meetings listed in 3A and additional meetings available to them. (Over 10 parent meetings were held in 14/15 and JSD plans to increase such meetings by 5%. Priority 3C: Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more. (300 meetings were held in 14/15, 15/16 numbers will be based upon teacher/parent referrals and actual student needs. Priority 5A: The 13/14 attendance rate was 97.15% and the 14/15 attendance rate to date is 97.24%. JSD will continue to have attendance rates above 97%. Priority 5B: Chronic absences for 13/14 .03% and 14/15 were .05%. JSD will continue to keep chronic absenteeism below .05%. Priority 5C: The JSD middle school dropout rate for 12/13 .008% and 13/14 0%. JSD will continue to keep better records and strive to maintain a 0% dropout rate. Priority 5D: NA Priority 5E: NA Priority 6A: JSD suspension rate for 12/13 was 3.1% and 13/14 was 3.2%. JSD will continue to work towards lowering the suspension rate. Priority 6B: JSD expulsion rate for 12/13 was 0.0% and 13/14 was 0.0%. JSD will continue to work towards maintaining the expulsion rate. Priority 6C: The 13/14 California Healthy Kids Survey (CHKS) reports 72% of 7th graders felt safe at school and 62% felt highly connected to their school. JSD will show a 2% improvement annually.

	the schools and district. As measured by: Participation survey (Parents, families, community, and business partners), CHKS Survey, attendance percentage, participation in decision making, discipline data, and 8th grade graduation rates.		

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
2.1a Utilize Blackboard connect (email, text, phone) to track and analyze parental communication across district Utilize and track translation services through the Language Line Solutions		2.1a $14,000 OBJ 58XX Funding Source: Resource 0000	2.1a Schools and district meetings/teams have been tracking involvement through sign-in sheets. The Schools an district continue to look for ways to better track day to day involvement.		2.1a $0 LCFF Base OBJ 58XX Funding Source: Resource 0000 (Contracted services)
Scope of service:	All Schools		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)_____		
2.3a Create a character development task force		2.3a $1,000 OBJ 1XXX,3XXX Funding Source: Resource 0000	2.3a The District has discussed this at the Cabinet level and is establishing a task force to audit what is happening currently at each school site to foster character development.		No Cost
Scope of service:	All Schools		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)_____		

2.3c Provide incentives for character achievement district-wide	2.3c $1,000 OBJ 4XXX Funding Source: Resource 0000	2.3c Each classroom and site celebrates good character at least once per trimester and the District is looking for ways to celebrate good character across the District.	2.3c $1,000 LCFF Base OBJ 4XXX Funding Source: Resource 0000 (Materials)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.4a Research alternative means of correction.	None	2.4a The Site Leadership Teams discussed proactive steps to reduce suspensions/expulsions and look for alternative means of correction as well as calibrating what warrants suspension/expulsion.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.4b Hire a 40% Behavior Intervention Specialist.	2.4b $44,000 OBJ 1XXX,3XXX (See Focus Goal 1.3 Year 1) Funding Source: Resource 6512 Resource 0000	2.4b The District hired a 40% psychologist to work with students receiving special education services.	2.4b $44,000 LCFF Base OBJ 1XXX, 3XXX Funding Source: Resource 6512 Resource 0000 (Psychologist salaries and benefits)
Scope of service: All Schools _X_ALL		Scope of service: All Schools __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 _X_Other Subgroups:(Specify)_tudents with Special Needs	
2.5a Develop a Student Attendance Review Board	2.5a Develop a Student Attendance Review Board - $500 OBJ 4XXX Funding Source: Resource 0000	2.5a The District developed a Student Attendance Review Board and reviewed District policies and procedures for addressing students missing school.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth__Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5b Provide counseling and support for students in poor attendance.	$33,000 OBJ 5XXX Funding Source: Resource 0000	2.5b The District needs to review the referral process for counseling through the SARB process.	$33,000 LCFF Base OBJ 5XXX Funding Source: Resource 0000 (Contracted Services)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.5e Create a system of incentives for attendance.	$1,500 OBJ 4XXX Funding Source: Resource 0000	2.5e The District is researching legal ways to provide incentives to motivate students to attend school regularly.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.6a Create a survey for students, parents, and staff to increase moral.	2.6a $500 OBJ 5XXX Funding Source: Resource 0000	2.6a The District is formulating an end of year survey for students, parents, and staff on ways to increase moral and pride in the schools and district.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth__Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _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?	Based upon input from stakeholder groups, surveys, and the recommendation of the Parent Advisory Committee, the following changes to the actions, services, and expenditures were made. - Action 2.1a: Updated language from develop metric to track involvement. - 2.3a/c Updated language and combined the actions. - Action 2.4a: Completed and dropped action. - Action 2.4b: Updated language to move from a Behavior Intervention Specialist to three psychologists providing the same service. - Action 2.5a: Completed and dropped actions. - Action 2.5b: Reviewed progress towards action and updated language to expand counseling services to include more students. - Action 2.5e: After reviewing student responses to surveys and talking with student groups it was determined that this action wasn't necessary and it was dropped. - Action 2.6a: Updated language and combined action with action 2.1b.

Original GOAL from prior year LCAP:	**Student Opportunities:** Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking. 3.1 By June 2017, provide all students access to advanced course offering and the supports necessary to be successful. 3.2 By June 2017, provide all students technology enhanced curriculum. 3.3 By June 2017, ensure that all students participate in art instruction, performing arts, or another enrichment opportunity. 3.4 By June 2017, ensure that all students participate in one educational field trip or educational assembly per year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	3.1a Provide access to accelerated math and supports for 7 – 8th grade students that meet the eligibility criteria. 3.1b Plan for the implementation of Advancement Via Individual Determination (AVID) program. 3.1c Survey the community about the desire for an advanced curriculum such as the Cambridge Curriculum, International Baccalaureate Program, or dual immersion. 3.3a Develop a plan to offer art/dance instruction to all students one day a week for a minimum of six weeks. 3.3b Form a committee to develop a robust after school enrichment program to provide a broad course of study. 3.3c Provide students TK – 8th grades additional opportunities to perform publically through music, drama, or choir. 3.3d Provide consistent music instruction to all TK – 4th grades. 3.4a Restore funding for field trips/assemblies for all grade levels. 3.4b Work with all school PFA's to develop partnerships to co-fund field trips/assemblies. As measured by: Participation rates in advanced math, performing arts, visual arts, technology, GATE, interventions, electives, and field trips.	Actual Annual Measurable Outcomes:	Based upon a review of progress, Stakeholders agree that all programs were effective. Priority 7A: A broad course of study that includes technology, CTE, and performing arts to students in grades 7-8. We expect to see more students at all three middle schools have greater enrichment opportunities as verified by master schedules and class rosters. In 2014, 7 courses district-wide were offered to 7-8th grade students. A broad course of study that includes technology and performing arts is available to all students TK-6. Priority 7B: Unduplicated students will have access to a broad course of study while still having access to all support programs they qualify for as verified by master schedules and class rosters.. Priority 7C: Students with exceptional needs will have access to a broad course of study while still having access to all support programs they qualify for as verified by master schedules and class rosters. Analyzing the master schedules has shown that students' placement in support classes may prevent them from accessing other enrichment courses. This problem will be addressed in the master schedule to lessen the scheduling conflict.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1a Assess 6th and 7th grade students to determine qualification for Accelerated Pathway Provide accelerated math courses for 7th and 8th graders	3.1a $500 OBJ 4XXX $58,000 OBJ 1XXX,3XXX,5XXX Funding Source:	3.1a 7th and 8th grade students that met the eligibility criteria were provided access to accelerated math and supports.	3.1a 32,210 LCFF Base OBJ 4XXX, 5XXX $24,448 OBJ 1XXX,3XXX

(Accelerated 7th, Algebra 1, Geometry) Provide math professional development	Resource 0709 Resource 0000 Resource 1100		Funding Source: Resource 0000 (Teacher salaries, benefits, materials and contracted services) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide. See Goal/AS 4.1c for Math PD Expenditure
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.1b Research implementation of AVID	None	3.1b The District researched the Advancement Via Individual Determination (AVID) program and decided to recommend not moving forward it.	No Cost
Scope of service: All Schools __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.1c Survey the community about the desire for an advanced curriculum.	3.1c $500 OBJ 5XXX Funding Source: Resource 0709 Resource 0000 Resource 1100	3.1c Based upon survey data and LCAP forums a decision was made not to offer advanced curriculum at one school site. It was the recommendation of the parent advisory committee to increase rigor at all schools	No Cost There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3a Develop a plan to offer art/dance instructional plan.	3.3a $500 OBJ 5XXX Funding Source: Resource 0000	3.3a The District planned to provide each site with partial funding to offer art/dance instruction to all students one day a week for a minimum of six weeks. This funding was held and will begin in the 15/16 school year. The remaining funds will be expected to come from PFA or site budgets.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.3c Provide additional opportunities to perform publically	3.3c $1000 OBJ 5XXX Funding Source: Resource 0000	3.3c The sites continue to look for ways to provide students TK – 8th grades additional opportunities to perform publically through music, drama, or choir. For 15/16 and addition $1,500 will be provided per site for this purpose.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3d Provide TK-4th grade students with music instruction	3.3d $95,000 OBJ 1XXX,3XXX Funding Source: Resource 0000	3.3d All students TK-4th grade were provided consistent music instruction.	3.3d $79,588 LCFF Base OBJ 1XXX,3XXX Funding Source: Resource 0000 (Teacher salaries and benefits)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.4a Restore field trip funding to all grades	3.4a $20,000 OBJ 5XXX Funding Source: Resource 1100 Resource 0709	3.4a Funding for field trips/assemblies was restored for all grade levels.	3.4a $19,440 OBJ 5XXX Lottery Funding Source: Resource 1100 (Contracted services)
Scope of service: District-wide _X_ALL		Scope of service: 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?	Stakeholders determined that Priority 1 was the State Priority associated with this Goal, so in 2015-2016 Priority 1 was added to and Priority 7 was removed. Based upon input from stakeholder groups, surveys, and the recommendation of the Parent Advisory Committee, Goal 3 was replaced with a new Goal 3 with the following changes to the actions, services, and expenditures were made. - Action 3.1a: Was moved to goal 1. - Action 3.1b: Was completed and dropped. - Action 3.1c: Was completed and dropped. - Action 3.3a/c/d and 3.4a: Updated language and moved actions and services to goal 1.

Original GOAL from prior year LCAP:	**Professional Learning:** Equip all staff with a wide range of strategies and tools to meet the needs of diverse learners and to provide on-going support to ensure consistent implementation. 4.1 By June of 2017, ensure that all instructional staff is provided the necessary tools to deliver high quality instruction that is consistent throughout the organization. Utilizing staff meetings, minimum days, additional work days, online and hourly professional learning. 4.2 By June of 2017, ensure that all administrators have an on-going professional learning community to strengthen their understanding and ensure consistent implementation of programs.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	4.1a Increase the number of minimum days to provide consistent time for professional development. 4.1b Restructure the Instructional Norms Team to provide more consistent professional development in grade specific spans. 4.1c Provide one in-service day of math curriculum professional development for certificated staff that teach math. 4.1d Provide minimum days of professional development focused on English Language Development Standards for all teachers. 4.1e Provide technology integration professional learning to all 6-8th grade teachers. 4.1f Form a cadre to begin developing a professional development plan for the Next Generation Science Standards. 4.1 g Develop a program for teachers to earn pay for professional development received on extra days, evenings, or weekends. 4.2a Provide one on one mentoring to all new administrators. 4.2b Provide English Language Development Standards Training. 4.2c Provide professional learning in the area of positive learning environments. 4.2d Provide time for administrators to work together to ensure consistency in discipline and other aspects of the day to day operations of the school. As measured by: credentials, professional development hours, instructional coaching and class sizes	Actual Annual Measurable Outcomes:	Based upon a review of progress, Stakeholders agree that all programs were effective. Priority 1A: JSD will continue to recruit, hire, and retain highly qualified teachers who are fully credentialed and working within their subject area. We expect to maintain 100% in both categories as verified by the annual credential audit. Priority 1B: JSD will ensure that all students have a state adopted textbook for each course as verified by the Instructional Materials Certification as verified by the Sufficient Textbook Instructional Materials Resolution (Williams Act). JSD has budgeted and planned for the adoption on CCSS aligned curriculum as the state adopts them. Priority 1C: JSD will continue to ensure that all sites maintain a good condition standard by utilizing deferred maintenance funds to maintain all schools in good repair as verified by the FIT report. Priority 2: Common Core State Standards (CCSS) were adopted by JESD in the 2012-2013 year. Implementation of the CCSS will continue to improve and become more rigorous each year, as measured by classroom observation, data, and professional development. Initial CCSS focus has been on math due to the CCSS aligned textbook adoption in 2014, but with an ELA pilot adoption more focus will be placed on ELA and science. Priority 2: English Learners will continue to be screened and provided additional interventions. All English Learners will receive 30 minutes a day focused on ELD standards and will still have access to a broad course of study.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1a Increase the number of minimum days	4.1a $1,000 OBJ 4XXX Funding Source: Resource 0709 Resource 0000 Resource 7405 Resource 1100	4.1a Minimum days were increased to provide one additional minimum day per month.	No Cost There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.1b Restructure the Instructional Norms Team	4.1b $2,500 OBJ 4XXX Funding Source: Resource 0709 Resource 0000 Resource 7405 Resource 1100	4.1b The Instructional Norms Team was restructured to provide more consistent professional development in grade specific spans.	4.1b $680 LCFF Base OBJ 4XXX Funding Source: Resource 0000 (Materials) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual

			Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.1c Provide one in-service day of math	4.1c $46,000 OBJ 1XXX,3XXX Funding Source: Resource 0709 Resource 0000 Resource 7405 Resource 1100	4.1c The District provided one in-service day of math curriculum professional development for certificated staff that teach math.	4.1c $41,366 Common Core OBJ 1XXX,3XXX Funding Source: Resource 7405 (Teacher salaries and benefits) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4.1d Provide ELD Minimum Days	4.1d $4,000 OBJ 4XXX-5XXX Funding Source: Resource 0709	4.1d The District provided 2 minimum days of professional development focused on English Language Development Standards for all teachers.	4.1d $2,000 Supplemental OBJ 5809 Funding Source: Resource 0709 (Contracted Services)
Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.1e Provide technology training 6-8	4.1e $10,000 OBJ 1XXX,3XXX Funding Source: Resource 0709 Resource 0000 Resource 7405 Resource 1100	4.1e School sites provided four hours of technology integration professional learning to all 6-8th grade teachers.	4.1e $4,200 LCFF Base OBJ 1XXX,3XXX Funding Source: Resource 0000 (Teacher salaries and benefits) There was not an intent to spend Supplemental Funds on a District wide basis, and thus the funding source for Est. Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide.
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4.1f Form a cadre for NGSS	4.1f See Goal 1.1 for Budget	4.1f The District formed a cadre to begin developing a professional development plan for the Next Generation Science Standards.	4.1f $18,199 LCFF Base OBJ 1XXX,3XXX Funding Source: Resource 0000 (Teacher salaries and benefits)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.1g Develop a program for teacher extra hours	None	4.1 g The District is planning for a program for teachers to earn pay for professional development received on extra days, evenings, or weekends.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2a Provide mentoring to new administrators	4.2a $10,000 OBJ 5XXX Funding Source: Resource 0000 Resource 1100	4.2a The District continues to plan how best to provide mentoring to new administrators.	No Cost
Scope of service: All Schools _X_ALL		Scope of service: All Schools _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)_____	
4.2b ELD standards training	4.2b $1,000 OBJ 4XXX-5XXX Funding Source: Resource 0709	4.2b All administrators were provided with the same English Language Development Standards Training.	No Cost
Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2c Provide PD on Instructional Rounds	4.2c $500 OBJ 4XXX Funding Source: Resource 0000 Resource 1100	4.2c The District provided one Site Leadership Meeting focusing on the area of positive learning environments.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2d Provide PLC time for administrators	4.2d $500 OBJ 4XXX Funding Source: Resource 0000 Resource 1100	4.2d Through Cabinet and the Site Leadership meetings administrators worked together to ensure consistency in discipline and other aspects of the day to day operations of the school.	No Cost
Scope of service: All Schools _X_ALL		Scope of service: All Schools _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?	Stakeholders determined that State Priority 2 was not associated with the new Goal 3, so in 2015-2016 Priority 2 was removed. Based upon input from stakeholder groups, surveys, and the recommendation of the Parent Advisory Committee, the goal was combined with the new Goal 3 with the following changes to the actions, services, and expenditures were made. - Action 4.1a: Action was reviewed and the language was updated and moved to new Goal 3. - Action 4.1b: Was completed and dropped. - Action 4.1c: Was completed, language was updated to reflect a new in-service day and moved to Goal 1. - Action 4.1d: Was completed and dropped. - Action 4.1e: Was completed, language updated to reflect a different grade level span, and moved to new Goal 3. - Action 4.1f: Was completed, language updated and moved to new Goal 3. - Action 4.1g: Was not completed and moved to new Goal 3. - Action 4.2a: After reviewing the data this action was dropped. - Action 4.2b: Was completed and dropped. - Action 4.2c: After reviewing the data this action was dropped. - Action 4.2d: Language updated and the action was moved to the new Goal 3.		

Original GOAL from prior year LCAP:	**Conditions of Learning:** Provide modern school facilities, technology, and curriculum that are maintained in good repair. 5.1 By June 2017, have systems in place to ensure that all school facilities are clean, up to date, and in good repair. 5.2 By June 2017, all students will have access to technology at a ratio of at least 4:1 students to device. 5.3 By June 2017, ensure that all students have access to curriculum that is up to date in ELA and math and in good repair.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6_ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	5.1a Reinstate the Maintenance Operations and Transportation (MOT) Director position. The new MOT Director will provide global direction to custodians on monthly/seasonal projects, while the site administrators will provide daily supervision. 5.1b Site administrators, head custodians, the landscaper and the MOT Director will walk each site monthly to establish a list of things that need to be repaired/cleaned. 5.1c Review the September 2013 site safety recommendations and prioritize the updates that need to be made to enhance school safety. 5.1d Manage growth and work with the developers to ensure that new schools are constructed on time and to the District standard. 5.2a Purchase technology devices and supporting infrastructure at a ratio of at least 4:1 students to device 6 – 8th grades. 5.2b Reinstitute a 6 year life cycle repair/replacement for all technology devices computer labs, servers, teacher laptops, and support staff computers. 5.3a Establish an English language arts evaluation committee to begin reviewing curriculum and core literature novels. 5.3b Purchase all materials and curriculum to support the implementation of the Math CCSS. As measured by: safety surveys, FIT report, technology inventories, and curriculum inventories	Actual Annual Measurable Outcomes:	Based upon a review of progress, Stakeholders agree that all programs were effective. Priority 1A: JSD will continue to recruit, hire, and retain highly qualified teachers who are fully credentialed and working within their subject area. We expect to maintain 100% in both categories as verified by the annual credential audit. Priority 1B: JSD will ensure that all students have a state adopted textbook for each course as verified by the Instructional Materials Certification as verified by the Sufficient Textbook Instructional Materials Resolution (Williams Act). JSD has budgeted and planned for the adoption on CCSS aligned curriculum as the state adopts them. Priority 1C: JSD will continue to ensure that all sites maintain a good condition standard by utilizing deferred maintenance funds to maintain all schools in good repair as verified by the FIT report. Priority 2: Common Core State Standards (CCSS) were adopted by JESD in the 2012-2013 year. Implementation of the CCSS will continue to improve and become more rigorous each year, as measured by classroom observation, data, and professional development. Initial CCSS focus has been on math due to the CCSS aligned textbook adoption in 2014, but with an ELA pilot adoption more focus will be placed on ELA and science. Priority 2: English Learners will continue to be screened and provided additional interventions. All English Learners will receive 30 minutes a day focused on ELD standards and will still have access to a broad course of study. Priority 7A: A broad course of study that includes technology, CTE, and performing arts to students in grades 7-8. We expect to see more students at all three middle schools have greater enrichment opportunities as verified by master schedules and class rosters. In 2014, 7 courses district-wide were offered to 7-8th grade students. A broad course of study that includes technology and performing arts is available to all students TK-6. Priority 7B: Unduplicated students will have access to a broad course of study while still having access to all support programs they qualify for as verified by master schedules and class rosters.. Priority 7C: Students with exceptional needs will have access to a broad course of study while still having access to all support programs they qualify for as verified by master schedules and class rosters. Analyzing the master schedules has shown that students' placement in support classes may prevent them from accessing other enrichment courses. This problem will be addressed in the master schedule to lessen the scheduling conflict.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1a Reinstate the MOT Director	5.1a $68,000 OBJ 2XXX,3XXX Funding Source: Resource 0000 Resource 0723 Resource 8150	5.1a The Director of MOT position was reinstated in July of 2014 and he has been providing direction for all maintenance, custodial, and transportation.	5.1a $67,142 LCFF Base OBJ 2XXX,3XXX Funding Source: Resource 0723 Resource 8150 (MOT Director salary and benefits)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.1b Establish site process for monthly facilities maintenance and repair review	5.1b $360,000 OJB 1XXX-5XXX Funding Source: Resource 0000 Resource 0723 Resource 8150	5.1b Site administrators, head custodians, and the Director of MOT have worked together to determine items that need to be repaired/cleaned and projects/processes to improve each site.	5.1b $294,038 LCFF Base OBJ 2XXX,3XXX, 4XXX, 5XXX, 6XXX Funding Source: Resource 8150 (Custodian/landscaper salaries, benefits, materials, and capital outlay)
Scope of service: All Schools _X_ALL		Scope of service: All Schools _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)_____	
5.2a District wireless network upgrade Purchase technology devices for 6-8th grades	5.2a $260,000 OBJ 4XXX, 5XXX Funding Source: Resource 7405 Resource 1100 Fund 21 Bond	5.2a The District purchased 660 Chromebooks to provide 6-8th grade students with better than 2:1 students to devices.	5.2a $248,044 GO Bond OBJ 4XXX, 5XXX Funding Source: Fund 21 (Materials and contracted services)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Hawkins, Jefferson, Traina _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.2b Maintain 6-year lifecycle for technology devices	5.2b $100,000 OBJ 4XXX-5XXX Funding Source: Resource 7405 Resource 1100 Fund 21 Bond	5.2b A 6 year life cycle repair/replacement for all technology devices computer labs, servers, teacher laptops, and support staff computers was reinstated.	5.2b $97,613 UR Lottery OBJ 4XXX Funding Source: Resource 1100 (Materials)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

5.3a Establish CC ELA committee to attend curriculum preview	5.3a $1000 OBJ 1XXX,3XXX Funding Source: Resource 6300 Resource 1100 Resource 0000	5.3a Due to the State Board timeline for approving new ELA curriculum being bumped to November 2015, the District chose to move this action to the 2015/2016 school year.	No Cost
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.3b Purchase materials and curriculum for CC math implementation	5.3b $20,000 OBJ 4XXX (manipulatives - curriculum purchases in 13-14) Funding Source: Resource 6300 Resource 1100 Resource 0000	5.3b All materials and curriculum to support the implementation of the Math CCSS were purchased.	No Cost (Manipulatives - curriculum purchased in 13-14)
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _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?	Stakeholders determined that State Priorities 2 and 7 were not associated with the new Goal 3, so in 2015-2016 Priorities 2 and 7 were removed. Based upon input from stakeholder groups, surveys, and the recommendation of the Parent Advisory Committee, the goal was combined with the new Goal 3 with the following changes to the actions, services, and expenditures were made. - Action 5.1a: Was completed and dropped. - Action 5.1b: Moved to new Goal 3. - Action 5.2a: Was completed, language updated to reflect a different grade level span, and moved to new Goal 3. - Action 5.2b Moved to new Goal 3. - Action 5.3a: Language was updated and moved to new Goal 3. - Action 5.3b: Was completed and dropped.

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:	$ 904,999.00

Based upon the LCFF formula, Jefferson School District's 2015-2016 LCFF Supplemental & Concentration funding is projected to be $904,999.00. In 2014-15 the estimated expenses are $421,512. The $483,487 increase in Supplemental funds is being utilized as follows:

The district will focus on providing additional instructional time and support for all English Learners (EL), Foster Youth (FY), and Low Income (LI) students. Summer School and after school intervention will be provided for EL, FY, and LI students at all grade levels. The district will purchase formative assessments and staff will meet each month to monitor EL, FY, and LI student's progress towards the CCSS. Develop and plan for the implementation of Guided Language Acquisition and Development (GLAD) strategies. The district will contract with an outside consultant to audit the EL program. Finally, all administrators and coaches will be trained on the new EL standards and the Instructional Round process to monitor best first instruction that meets the diverse needs of EL, FY, and LI students.

While the District listed supplemental funds in a few "Districtwide" goals there was no intent to spend Supplemental Funds on a "Districtwide" basis, and thus the funding source for Estimated Actual Annual Expenditures was updated to reflect that no Supplemental funds were spent districtwide. All supplemental funds will go directly to students that were identified low income, foster youth, and/or English learner.

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

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

5.46	%

Jefferson School District's proportionality percentage of 5.46% results in a total LCFF Supplemental allocation of $904,999. The utilization of increased funds in the amount of $483,487 provided EL, FY, and LI students with 5.5% more instructional minutes than all pupils. In addition, RTI services are provided to all EL, FY, and LI students providing additional instructional support and or instructional minutes after school. Teachers were provided two minimum days on meeting the needs of English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

8-22-14 [California Department of Education]