

2015 -2016
LCAP Executive Summary

Goal #1: Increase student achievement for all students

Metrics:	
<p>University of California /California State University A-G completion rate <i>The District's A-G rate will increase by 2% until 60% of students meet the A-G requirements</i></p>	37% of graduating students will meet the A-G requirement
<p>English learner reclassification rate <i>The District's English Learner reclassification rate will increase by 2% from the previous year's reclassification rate</i></p>	13% of English learners will be reclassified as fluent English proficient
<p>Annual Measurable Achievement Objective (AMA)1 * <i>Based on Title III Federal Guidelines</i></p>	60.5% of English learners will make annual progress in learning English
<p>Annual Measurable Achievement Objective (AMA) 2* <i>Based on Title III Federal Guidelines</i></p>	24.2% of English learners with less than five [5] years of US schooling will attain English proficiency
<p>Annual Measurable Achievement Objective (AMA) 2* <i>Based on Title III Federal Guidelines</i></p>	50.9% of English learners with [5] years or more of US schooling will attain English proficiency
<p>Career Technical Education course completion <i>Baseline was 2.9% in 2014. 2% increase until 25% of students take more than two [2] CTE courses</i></p>	4.9% of students will take more than two [2] Career Technical Education courses in the same pathway

Academic Performance Index (API) <i>Based on target established by the California Department of Education</i>	To be determined –postponed by CDE until 2016-2017
Fine Arts Common Formative Assessment	Create one [1] common formative assessment to be administered in all Visual Performing Art courses. All VAPA teachers will administer the assessment to at least one section (class) of their teaching assignment.
Professional Development & Surveys (Quality)	Create a Professional Development Survey for District led workshops in the fall of 2015. A professional development feedback link will be added to the district website and shared with all staff in August 2015.
AP enrollment* <i>African American -<1% (3)(118 total)</i> <i>Hispanic- 19% (123)(1333 total)</i> <i>FRM-26% (168) (1644 total)</i> <i>Total # of unduplicated AP Students – 647</i>	African American AP enrollment will increase to 6 students or more Hispanic AP enrollment will increase by 1% (10 students) FRM AP enrollment will increase by 1% (8 students)
Physical Fitness Test* <i>2013-2014 baseline = 61% 9th graders passed 5 out of 6 PFT standards. Increase by 2% annually</i>	63% of 9 th graders will pass 5 out of 6 PFT standards
Co-teaching model with Special Education Department*	Establish baseline using API scores for Students with Disability subgroup (Oceana High School only). Increase scores by 5% thereafter.
Highly Qualified Teacher Rate* <i>2013-2014 HQT rate is 97.5%.</i>	100% of teachers will be highly qualified.
Common Core State Standards Aligned units	25% of teachers will develop one CCSS aligned unit per semester. They include instructional strategies, formative assessments, essential standards and instructional/supplemental materials to be shared with colleagues within the District.
Technology Access for Staff	90% of the classrooms will be equipped with a teacher work station, document camera, LCD projector and AV equipment.

<p>Technology Access for Students</p>	<p>100% of all school libraries will be equipped with computers for student use.</p> <p>Set baseline for the number of mobile devices available for student use</p> <p>90% of school sites will have Wi-Fi access by Summer 2015</p>
<p>Biliteracy Seals* <i>Baseline 2014-15</i> JHS-7 OHS-0 TNHS-3 WHS-0</p>	<p>Establish baseline at OHS and WHS. Increase by 3 students at all school sites</p>
<p>CTE course meeting A-G requirement <i>2014-15-JUHSD has 1 CTE course that meets UC A-G approval-Accounting</i></p>	<p>District will submit at least 1 CTE course for UC A-G approval for the next five years</p>

Goal #1 Actions and Services	Expenditures and Funding Source
<p>1.1 Continue with the implementation of reading intervention courses (3 sections at WHS)</p> <ul style="list-style-type: none"> a. Administer the EDGE Placement Test to all incoming 9th graders (exception newly arrived EL students and students with disability). b. Students will be placed in an Intensive or Strategic class based on criteria set by District Office. c. After each unit has been completed, administer EDGE assessment and analyze data. d. At the end of the year, students will be scheduled into the next class sequence of the intervention pathway based on the end of the year assessment results. e. Use end of unit assessments to monitor all reclassified students within the last two years. 	<p>1.1 a-e</p> <p>WHS (3 sections) \$48,000 – LCFF (Supplemental)</p> <p>JHS Intervention sections - Title I Funds</p>
<p>1.2 Provide a rigorous and comprehensive summer program for advancement/enrichment and/or to make up D’s.</p> <ul style="list-style-type: none"> a. Discuss with American Federation of Teachers (AFT-Union) the possibility of offering APEX and/or direct instruction during the summer of 2016 to a targeted group of students needing to make up 1 or 2 classes to be A-G eligible. 	<p>1.2</p> <p>a. \$0 b. \$300,000 – Parcel tax c. \$0</p>

<ul style="list-style-type: none"> b. No more than 10% of the total summer school enrollment can be used for advancement/enrichment and/or to make up D's c. Guidance counselors will monitor UC/CSU eligible students to ensure that eligible students stay on the A-G track. * 	
<p>1.3 Maintain accurate data in Student Information System*</p> <ul style="list-style-type: none"> a. Train all staff that enters student information data in Synergy. b. Counselors will continue to evaluate US transcripts. c. Vice Principals of Administration and Dean of Students will be trained to enter and monitor discipline incidents in a consistent manner. d. Vice Principal of Guidance and counselors will ensure that transcripts are appropriately r-tagged. e. Meet with registrars regularly to maintain accurate data entry. f. Develop a transition plan to change all year long courses to semester long courses in the SIS for 2016-17 	<p>1.3 a. – f.</p> <p>\$0</p>
<p>1.4 Explore Career Technical Education pathways</p> <ul style="list-style-type: none"> a. Continue career fair at each site. b. Survey students and teachers on potential CTE pathways for each site (Health, Biotechnology, Networking, Coding/Programming).* c. Implement career assessments through Naviance starting 10th grade to expose students to various career pathways 	<p>1.4 a. – c.</p> <p>\$2,500 – (2015-2016) One Time State Grant (\$500/site)</p>
<p>1.5 Continue to transition and implement Common Core State Standards, English Language Development Standards And Next Generation Science Standards</p> <ul style="list-style-type: none"> a. Create Educational Technologist position to assist in integration of technology in the classrooms. Each site will be allocated one section.* b. Purchase data management system to facilitate the creation of common formative assessments that are aligned to CCSS/NGSS.* c. Start building and storing CCSS aligned curricular units developed by teachers in a Content Management System.* d. Continue to support 22 instructional coaching sections to assist staff in implementing CSSS/ELD and NGSS. 4 	<p>1.5</p> <ul style="list-style-type: none"> a. See Certificated Salary Schedule \$61,000 - (2015-2016) One Time State Grant b. \$23,000- (2015-2016) One Time State Grant c. \$0 d. 23 sections of Instructional coaching and 4 sections of Curriculum math support-

<p>sections for math curriculum support (Integrated pathway) and 2 sections TOSA for Course 3 curriculum development and 1 section for NGSS*</p> <p>e. Define essential standards/skills in all courses</p> <p>f. Create formative assessment template</p> <p>g. Create walkthrough protocols to assist in CCSS implementation</p> <p>h. Continue to provide funds to offset instructional materials for art, ceramics, choir, photography and band.</p> <p>i. Provide funds to support Career Technical Education and STEM initiatives.*</p> <p>j. Each school will select common labs to support performance expectations in NGSS.*</p>	<p>\$432,000 - (2015-2016) One Time State Grant.</p> <p>2 Sections Course 3-\$32,000 - (2015-2016) One Time State Grant</p> <p>1 section NGSS-16,000 - (2015-2016) One Time State Grant</p> <p>e. \$0</p> <p>f. – g. \$0</p> <p>h.– j. \$65,280-Parcel Tax Funds</p> <table border="1" data-bbox="1459 584 2005 950"> <thead> <tr> <th></th> <th>JHS</th> <th>OHS</th> <th>TN</th> <th>WHS</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td>4,845 (19)</td> <td>1,275 (5)</td> <td>4,590 (18)</td> <td>7,140 (28)</td> </tr> <tr> <td>Business/ Industrial Arts</td> <td>2,295 (9)</td> <td>0</td> <td>1,275 (5)</td> <td>5,865 (23)</td> </tr> <tr> <td>Home Economics</td> <td>1,275 (5)</td> <td>510 (2)</td> <td>1,275 (5)</td> <td>2040 (8)</td> </tr> <tr> <td>Science</td> <td>7,650 (30)</td> <td>4335 (17)</td> <td>8,415 (33)</td> <td>12,495 (49)</td> </tr> <tr> <td>Total</td> <td>16,065</td> <td>6,120</td> <td>15,555</td> <td>27,540</td> </tr> <tr> <td>#Sections</td> <td>63</td> <td>24</td> <td>61</td> <td>108</td> </tr> </tbody> </table>		JHS	OHS	TN	WHS	Art	4,845 (19)	1,275 (5)	4,590 (18)	7,140 (28)	Business/ Industrial Arts	2,295 (9)	0	1,275 (5)	5,865 (23)	Home Economics	1,275 (5)	510 (2)	1,275 (5)	2040 (8)	Science	7,650 (30)	4335 (17)	8,415 (33)	12,495 (49)	Total	16,065	6,120	15,555	27,540	#Sections	63	24	61	108
	JHS	OHS	TN	WHS																																
Art	4,845 (19)	1,275 (5)	4,590 (18)	7,140 (28)																																
Business/ Industrial Arts	2,295 (9)	0	1,275 (5)	5,865 (23)																																
Home Economics	1,275 (5)	510 (2)	1,275 (5)	2040 (8)																																
Science	7,650 (30)	4335 (17)	8,415 (33)	12,495 (49)																																
Total	16,065	6,120	15,555	27,540																																
#Sections	63	24	61	108																																
<p>1.6 Increase technology at school sites for 21st Century learning</p> <p>a. Remodel school library and increase technological capacity for students.</p> <p>b. Provide all classrooms with a mounted LCD projector, document camera and teacher workstation.</p> <p>c. Increase Wi-Fi access at all sites.*</p> <p>d. Pilot Chromebook carts at all sites.</p> <p>e. Provide Chromebooks for the Counseling Department at each site.*</p> <p>f. Purchase video conferencing cameras*</p>	<p>1.6</p> <p>a. \$28,000-OHS Library (Tech Bond funds)</p> <p>b. \$0 –paid during 14-15 (complete summer 2015)</p> <p>c. \$50,000-(2015-2016) One Time State Grant</p> <p>d.\$40,000-(2015-2016) One Time State Grant</p> <p>e.\$3,000- (2015-2016) One Time State Grant</p> <p>f. \$28,000-(2015-2016) One Time State Grant</p>																																			

<p>1.7 Provide training to staff to increase integration of technology in the areas of curriculum and instruction</p> <ul style="list-style-type: none"> a. Provide opportunity for staff to earn a Leading Edge Certification – Digital Educator. b. Send teachers to educational technology related workshops and conferences.* (CUE Conference) c. Utilize web 2.0 tools to foster collaboration and communication amongst all stakeholders.* d. Explore ways to use social media to increase stakeholder engagement.* e. Provide opportunity for staff to become a Google Certified teacher.* f. Re-establish the Technology Committee 	<p>1.7</p> <ul style="list-style-type: none"> a. Cost of course-\$450 Stipend for LEC Certification -\$500 Max of \$10,000 - (2015-2016) One Time State Grant b. \$10,000-(2015-2016) One Time State Grant c. – d. \$0 e. Course = \$0 DO will support training Stipend for Google Certification-\$500 Max of \$10,000 - (2015-2016) One Time State Grant f. \$0
<p>1.8 Implement Co-teaching model between General and Special Education Teachers (pilot program)*</p> <ul style="list-style-type: none"> a. Students that have an Individualized Education Plan may attend our educational programs up to the age of 22 per their IEP 	<p>1.8</p> <p>See certificated salary schedule-\$61,000 – (2015-2016) One Time State Grant</p>
<p>1.9 Research Common Core State Standards aligned materials</p> <ul style="list-style-type: none"> a. Staff will continue to search for CCSS aligned instructional materials and supplemental instructional materials for all subject areas. b. Form a committee of staff to review materials.* 	<p>1.9 a. – b.</p> <p>\$0</p>
<p>1.10 Research programs and services to support English learners who are new to the country</p> <ul style="list-style-type: none"> a. Form a committee to research viability of a newcomer program at JUHSD.* b. Research newcomer programs in California* c. Look at the possibility of creating a community school partnership* d. JUHSD will provide designated ELD sections for English Learners in the JUHSD Summer School program 2016 	<p>1.10 a. – c.</p> <p>\$0</p> <p>d. 4 sections</p> <p>\$24,000 LCFF (Base)</p>

<p>1.11 Continue to implement ELD standards across the core curriculum</p> <ul style="list-style-type: none"> a. Look into the EL Achieve program to provide a systematic school wide approach to helping long-term ELs access content and language.* b. EL teachers will identify EL essential standards that will be implemented schoolwide in all courses. They will work with Instructional Coaches in implementation.* c. Explore the possibility of creating an EL coach to assist all teachers in the implementation of the ELD standards for the 2016-17 d. JUHSD provides designated ELD sections and Sheltered content area sections to English Learners who are enrolled in US schools five years or less. Teachers provide appropriate accommodations to their instruction and lessons focusing on teaching EL students both language and content simultaneously. e. District will provide professional development for all EL and sheltered teachers in order to assist in the implementation of ELD standards f. Director of Categorical Programs will continue to ensure that all students meet all state and federal accountability guidelines. g. JUHSD will provide EL materials and supplies for all staff and students. 	<p>1.11 a. – c. \$0</p> <p>d.JHS-(21 sections) \$336,000 – LCFF (Base)</p> <p>WHS-(25 sections) \$400,000 – LCFF (Base)</p> <p>e.\$10,000-LCFF (Base)</p> <p>f.\$140,000-LCFF (Base)</p> <p>g. \$5,000-LCFF (Base)</p>
<p>1.12 Increase support services for foster youth*</p> <ul style="list-style-type: none"> a. District Office will share list of foster youth by site provided by the San Mateo County Office of Education b. School sites will determine how to best serve the needs of foster youth students 	<p>1.12 a. – b. \$0</p>
<p>1.13 Increase the percentage of staff who meet the Highly Qualified Teacher requirement*</p> <ul style="list-style-type: none"> a. District will conduct annual audit of staff credentials b. District will provide opportunities to meet HQT requirements 	<p>1.13 a. – b. Teachers \$12,000 (Title II Funds) Administrators \$ 6,000 (Title II Funds)</p>
<p>1.14 Increase the percentage of 9th graders that successfully pass 5 out of 6 Physical Fitness Tests*</p>	<p>1.14 \$0</p>

<p>1.15 Increase number of students from underrepresented groups in Advanced Placement classes*</p> <ul style="list-style-type: none"> a. Standardize placement procedures and AP selection process b. Create a district course catalog c. Administer the PSAT to interested 10th graders and use the PSAT scores as one of the tools to encourage students to enroll in an AP class. d. Use AP Potential program as an additional metric to increase participation of underrepresented subgroups in AP courses 	<p>1.15</p> <ul style="list-style-type: none"> a. \$0 b. \$0 c. \$15,000 – (2015-2016) One Time State Grant (1100 sophomores at all schools) d. \$0
<p>1.16 Incorporate Project-Based Learning in all curricular areas to promote the 6 C’s (collaboration, communication, critical thinking, creativity, citizenship, and character) to help students grow into a successful 21st Century learner.*</p> <ul style="list-style-type: none"> a. Provide opportunity for Project Based Learning Professional Development (Buck Institute) b. Start the process of defining the 6C’s c. Create proficiency scales to measure student’s growth towards becoming a 21st Century learner d. Explore what a 21st Century classrooms configuration looks like. Integrate 21st Century classroom furniture into new buildings 	<p>1.16</p> <ul style="list-style-type: none"> a. Maximum of \$10,000- (2015-2016) One Time State Grant b. – c. \$0 d. \$0

Goal #2: Increase school/community connectedness

Metrics	
<p>Attendance rate 2013-2014 baseline = 93.7% Annual increase of 0.5%</p>	<p>94.2% of students will attend school daily</p>
<p>Suspension rate Annual decrease of 1% (District) 2013-14 District suspension rate = 7.9% Hispanic-47% (164/353) (1320 total) African American-9%(33/353) (123 total) FRM-50% (176/353)(1685 total) Unduplicated count student suspensions =353</p>	<p>The District's suspension rate will be 5% The suspension rate for Hispanics will be 37% (reduce by 34 students) The suspension rate for African Americans will be 5% (reduce by 16 students) The suspension rate for low socio-economic disadvantaged students will be 40%(reduce by 30 students)</p>
<p>Sign-in sheet at School and District Meetings (Districtwide numbers) 2014-2015 Baseline DAC = 18 ELAC (JHS + WHS) = 25 PTSA/PTO=establish baseline in 2015 TOTAL = 43 parents/guardian Number of parents/guardians in attendance will increase by 5% for DAC, ELAC, PTSA/PTO</p>	<p>Number of parents/guardians in attendance will increase to 50 or more for DAC & ELAC</p>
<p>ParentVUE Access Rate Unduplicated number of parents who access the site at least once during the school year. Annually increase by 5%</p>	<p>37.7% of parents will access ParentVue</p>
<p>TeacherVUE Usage Rate 2014-2015 baseline: 85% of teachers updated Synergy Gradebook at least once this school year. Annual increase of 3%</p>	<p>Teachers will update their Synergy grade book at least once every 15 academic school days. Re-establish baseline for based on new defined metric</p>
<p>Student feedback/survey for LCAP 2014-2015 baseline = 17% Annual increase of 5%</p>	<p>22% of students will participate in a student survey</p>

Parent feedback/survey for LCAP <i>2014-2015 baseline = N/A</i> <i>Annual increase of 5%</i>	Create a feedback/survey for parents to be administered in December 2015/January 2016.
Staff feedback/survey for LCAP <i>2014-2015 baseline =N/A</i> <i>Annual increase of 5%</i>	Create a feedback/survey for staff to be administered in December 2015/January 2016.
Number of participants in Youth Mental Health First Aid professional development	100% of staff will participate in the Youth Mental Health First Aid professional development.

Goal #2 Actions and Services	Expenditures and Funding Source
2.1 Explore the possibility of creating a School Attendance Review Board (SARB) a. Evaluate current truancy notification process at all schools b. Research and obtain information from neighboring districts and San Mateo County Office of Education on the SARB process c. Explore the feasibility of creating a position at the DO to oversee the SARB/truancy process	2.1 a.- c. \$0
2.2 Evaluate current Progressive Discipline implementation at all schools a. VPA’s will meet to uniform and update progressive discipline matrix.* b. District Office will provide training for VPA and Dean of Students on inputting all suspensions and referrals as mandated by the state of California (CALPADS). c. District Office will set up a process in Synergy to match up discipline incidents with the appropriate Ed Code violations in order to more accurately report/track referrals and suspensions. Provide training from Synergy consultant (Summer 2015)*	2.2 a. – b. \$0 c. \$3,000 – (2015-2016) One Time State Grant
2.3 Increase parental involvement at district and school meetings a. Promote District/school trainings/workshops (Naviance, CCSS, LCAP, APEX, FAFSA, informational workshop on a variety of topics) b. Research and develop protocols on how to create a warm and welcoming environment	2.3 a. – e. \$0

<ul style="list-style-type: none"> c. District/school will attempt to make website more user friendly (add calendar of dates, add resources etc.) d. Increase community partners in all district and school committees e. Develop a process for regular communication between home and school (newsletters, email, auto dialer, Naviance, ParentVue) and determine frequency 	
<p>2.4 Increase the number of certificated staff using TeacherVue</p> <ul style="list-style-type: none"> a. Provide training to teachers on how to use the TeacherVue program. b. Teachers are expected to update their Synergy gradebook every fifteen [15] days to improve communication with parents/guardians and students. This will be noted on school and District calendar.* 	<p>2.4 a – b. \$0</p>
<p>2.5 The District Advisory Committee will create an end of the year survey that will be given to all parents, guardians, staff and students to measure school climate.</p> <ul style="list-style-type: none"> a. Implement the communication plan adopted by the Board of Trustees in 2014-2015 	<p>2.5. a. \$0</p>
<p>2.6 Continue to facilitate Youth Mental Health Services training for all staff twice a month provided by the San Mateo County Office of Education until all staff has been trained throughout the District.</p>	<p>2.6. \$0</p>
<p>2.7 Provide ASB training to increase student leadership skills</p> <ul style="list-style-type: none"> a. ASB consultant will continue to coach and provide guidance to ASB teachers. b. Set up training for ASB Directors in the summer/fall of 2015 c. Set up training/leadership skills for ASB students in summer/fall 2015 (CASL/CASC) d. Develop a committee and process to have a student representative as a voting member at Board Meetings e. Establish bi-monthly meetings: <ul style="list-style-type: none"> • DO and ASB Directors • ASB Directors and student leadership representatives f. Uniform ASB grading practices g. Uniform and standardize ASB processes/forms 	<p>2.7.</p> <p>a. \$5,000 – (2015-2016) One Time State Grant</p> <p>b. – c. Total (\$20,000) – (2015-2016) One Time State Grant JHS-\$6,000 OHS-\$2,000 TNHS-\$6,000 WHS-\$6,000</p> <p>d. \$0</p> <p>e. – g. \$0</p>

<p>2.8 Provide opportunities to increase student voice in improving student outcomes.*</p> <ul style="list-style-type: none"> a. Survey all students in actions and services related to the LCAP. b. Create focus groups to further discuss issues that may affect student outcomes. c. Explore the use of social media as a tool platform for students to talk to District and/or school officials about issues and concerns. d. Create an anonymous bullying report form and post on website. e. Create a link on school’s website where students can post suggestions. f. Each site will develop a process of effectively communicating information about school and District-related events to all students. 	<p>2.8.</p> <p>a. – f. \$0</p>
<p>2.9 Expand District’s Health and Wellness Initiatives*</p> <ul style="list-style-type: none"> a. Re-establish the Wellness Committee b. Develop a plan to promote health, nutrition and fitness within the school culture (Ex: FedUp) c. Provide Mindfulness training to staff d. Provide funds to support the peer counseling program. 	<p>2.9.</p> <p>2.9.</p> <p>a. – b. No Cost</p> <p>c. Total (\$7,000) LCFF (Supplemental) JHS-\$1,200 OHS-\$1,200 TNHS-\$1,200 THS-\$1,200 WHS-\$2,200</p> <p>d. Total (\$5,000) LCFF (Supplemental) JHS-\$1,000 OHS-\$1,000 THS-\$1,000 TNHS-\$1,000 WHS-\$1,000</p>
<p>2.10 Increase home to school connection with English learner families*</p> <ul style="list-style-type: none"> a. JHS and WHS will host one family event night annually. 	<p>2.10.</p> <p>a. \$3,000 – LCFF (Supplemental)</p>

<ul style="list-style-type: none"> b. Continue to fund a full time parent/community liaison at Jefferson High School c. Hire a full time parent/community liaison at Westmoor High School d. Continue to fund an Instructional Aide to assist English Learners with translation services, assistance in determining placement into courses based on English Language proficiency results e. Director of Categorical Programs will continue to ensure that all students meet all state and federal accountability guidelines. 	<ul style="list-style-type: none"> b. \$50,000 – LCFF Funds (Supplemental) c. \$50,000 – LCFF (Supplemental) d. \$45,000 – LCFF (Base) e. Same as 1.11(f)
--	---

Goal #3 Increase student support services

Metrics	
<p>Graduation rate <i>JUHSD graduation rate (2013-2014) = 91.5%</i> <i>OHS SPED graduation rate (2013-2014) = 47.6%*</i> <i>Annual increase of 5%</i></p>	<p>91% of Class of 2015 will receive a high school diploma</p> <p>52.6% students with disability at Oceana High School (class of 2015) will receive a high school diploma</p>
<p>Dropout rate <i>JUHSD dropout rate (2013-2014) = 4.9%</i> <i>Annual decrease of 1%</i></p> <p><i>EL Dropout Rate (2013-2014) = 10.6%*</i> <i>Annual decrease of 1%</i></p>	<p>The cohort dropout rate for all students will be decreased to 3.9%</p> <p>The cohort dropout rate for English learner students will be 9.6%</p>
<p>Counseling service exit survey <i>2014-2015 974/1156 = 84.26%</i></p>	<p>>90% of graduating seniors will complete the Counseling Exit Survey</p>
<p>EL monitoring plan</p>	<p>All students at-risk of becoming a long-term English learner will have an plan of improvement</p>
<p>Individual Learning Plan <i>2014-2015 baseline =77%</i> <i>2% increase</i></p>	<p>79% of 9th grade students will complete an Individual Learning Plan (four year plan) in Naviance</p>

Goal #3 Actions and Services	Expenditures and Funding Source
<p>3.1 Each school site will determine how to best support the <u>academic</u> needs of Foster Youth, English Learners and low socio-economic disadvantage students.*</p> <p>a. Allocate each school site monies to develop a plan of action with the school site council.</p> <p>b. Naviance curriculum will replace Acellus in addressing the areas of budgeting, career pathways, and financial responsibility.</p> <p>c. Survey staff to find out how they are supporting college and career readiness in their curriculum. Explore ways to partner with the Counseling Department to use the Naviance program.*</p> <p>d. Provide funds to all schools to create an after school enrichment class or tutoring to build skills in order to assist long term</p>	<p>3.1.</p> <p>a. Total (\$47,000) – LCFF (Supplemental) JHS-\$11,000 OHS-\$7,000 TNHS-\$7,000 THS-\$3,000 WHS-\$19,000</p> <p>b. \$0</p> <p>c. \$0</p>

<p>English Learners to meet reclassification criteria and AMAO 1 & 2.*</p> <ul style="list-style-type: none"> e. Continue to allow English learner students to continue as a 5th year senior to meet graduation requirements and/or meet A-G eligibility* f. Created Educational Services Special Projects Assistant to assist the Director of Categorical Programs to ensure that all students meet all state and federal accountability guidelines. In addition, this position will ensure that students are placed in the proper classes based on district and state mandated assessments. g. Director of Categorical Programs will continue to ensure that all students meet all state and federal accountability guidelines. h. Title I Sections are used at Jefferson to provide classes that meet the needs of social-economic disadvantaged, foster youth and Limited proficient students. Title I funds are used to purchase instructional materials and provide professional development for staff that work with Title I students. i. JHS also uses Title I funds to provide Supplemental Educational Services for students that meet the federal guidelines. Students can receive afterschool tutoring to enhance their skills 	<ul style="list-style-type: none"> d. Total (\$32,000) – (\$16,000 (2015-2016) One Time State Grant) JHS-12,000 WHS-14,000 OHS-2,000 THS-2,000 TNHS-2,000 e. \$0 f. \$50,000 (LCFF Base) g. Same as 1.11(f) h. JHS-\$160,000- (Title I) i. JHS-\$50,000 (Title I-Supplemental Educational Services)
<p>3.2 Each school site will determine how to best support the <u>personal and socio-emotional</u> needs of Foster Youth, English Learners and low socio-economic disadvantage students.*</p> <ul style="list-style-type: none"> a. Schools will be provided additional funds to pay for interns (mental health and/or guidance) to assist with specific needs. b. District will provide a stipend for supervisors that mentor interns. c. Use counseling exit survey feedback as a guidance to help improve counseling services. d. Provide funding to increase student support services based on school site specific needs (community organizations) 	<p>3.2</p> <ul style="list-style-type: none"> a. Total (\$10,000) LCFF (Supplemental) JHS-\$2,000 OHS-\$2,000 TNHS-\$2,000 THS -\$1,000 WHS-\$3,000 b. Total (\$7,000) LCFF (Supplemental) JHS-\$1,500 OHS-\$1,250 TNHS-\$1,500 THS -\$750 WHS-\$2,000

	<p>c. No Cost</p> <p>d. Total (\$56,000) LCFF (Supplemental) JHS-\$10,000 OHS-\$10,000 TNHS-\$10,000 THS-\$10,000 WHS-\$16,000</p>
<p>3.3 Implement Co-teaching model between General and Special Education Teachers (pilot program)* (same as 1.8, but metric will be graduation rate of students with disability at Oceana High School)</p> <p>a. Students that have an IEP may attend our educational programs up to the age of 22 per their IEP</p>	<p>3.3. See 1.8</p>