San Juan Unified School District  
Regular Meeting of the Board of Education  
3738 Walnut Avenue, Carmichael, California 95608

Board of Education Agenda  
September 13, 2016

A. OPEN SESSION / CALL TO ORDER / ANNOUNCEMENT OF CLOSED SESSION TOPICS – 6:00 p.m.

B. CLOSED SESSION – 6:00 p.m.


C. OPEN SESSION / PLEDGE OF ALLEGIANCE – 6:30 p.m.


E. ORGANIZATIONS / ANNOUNCEMENTS – 6:35 p.m.

1. Recognitions
   a. 2017 Teachers of the Year (Oropallo)
      (Brad Ward [Mesa Verde High School] and Nichole Harshbarger [Kingswood K-8 School])

2. Board/Staff Reports
3. High School Student Council
4. Board-appointed/District Committees
5. Employee Organizations
6. Other District Organizations
7. Closed Session/Expulsion Actions (Government Code §54957.1)

F. VISITOR COMMENT – 6:50 p.m.

G. CONSENT CALENDAR – G-1/G-7 – 7:20 p.m.
Action: Recommendation of the administration that the consent calendar, G-1 through G-7 regarding regular business items, be approved. (Any item may be removed for further discussion and separate action following consideration of remaining agenda items.)


4. Acceptance of the following gifts (#=donor's est.):
   Casa Roble Fundamental High School: from Sacramento Youth Football - $2,400.
   Earl LeGette K-6 School: from Intel Volunteer Grant Program - $15,000.
   Encina Preparatory High School: from Point West Rotary - $4,325; from Pacific Neon Company - $4,167; from Your Course, LLC Trustee for PG & E Foundation Matching Gifts - $108.
   Mira Loma High School: from Mira Loma Alumni & Friends - $526; from Cheryl Lutz - $200.
   San Juan High School: from Sam Morrow, Bayside Church of Citrus Heights – 50 student backpacks with school supplies.

5. *Adoption of Resolution No. 2813, approving the Gann Limit Appropriation for 2015-2016 ($263,652,231.06), and 2016-2017 ($276,838,019.62).

6. *Approval of Memorandum of Understanding between San Juan Unified School District and Sacramento County Office of Education for Mental Health Wellness Education and Training Bullying Prevention Program.
7. *Approval of 2016-17 Head Start and Early Head Start COLA funds.

* Material Provided

H. CONSENT CALENDAR (cont.)

1. BUSINESS ITEM

1. **2015-2016 Unaudited Actuals and 2016-2017 Budget Revisions – 7:30 p.m.** (Stephens)
   
   Material provided.

   **Action:** Recommendation of the superintendent that the unaudited actuals for 2015-2016 be received, and the revisions to the 2016-2017 budget be adopted.

2. **Annual Update of the Local Control Accountability Plan – 7:45 p.m.** (O’Neil)
   
   Material provided.

   **Report:** relating to the Annual Update of the Local Control Accountability Plan for 2015-2016

3. **Carmichael Property and Business Improvement District – 8:05 p.m.** (Camarda)
   
   Material provided.

   **Action:** Recommendation of the superintendent that Resolution No. 2812, authorizing the San Juan Unified School District to sign a petition regarding district properties within the proposed Carmichael Property and Business Improvement District be adopted.

4. **Educator Effectiveness Funds for Visions in Education – 8:10 p.m.** (Garrard)
   
   Material provided.

   **Discussion:** relating to the expenditure plan for the one-time Educator Effectiveness funds for Visions in Education

   **Action anticipated** 9/27/16.

5. **Provisional Internship Permit – 8:20 p.m.** (Oropallo)
   
   Material provided.

   **Action:** Recommendation of the superintendent to approve the submission of a Provisional Internship Permit to the California Commission on Teacher Credentialing (CTC) effective August 16, 2016 through June 8, 2017 for Peter Mancina.

6. **Variable Term Waiver – 8:25 p.m.** (Oropallo)
   
   Material provided.

   **Action:** Recommendation of the superintendent to approve submission of a Variable Term Waiver to the California Commission on Teacher Credentialing, effective August 16, 2016 through June 8, 2017 for two language-speech, and hearing specialist, to provide speech-language pathology services.

7. **Variable Term Waiver – 8:30 p.m.** (Oropallo)
   
   Material provided.

   **Action:** Recommendation of the superintendent to approve submission of a Variable Term Waiver to the California Commission on Teacher Credentialing, effective August 01, 2016 through June 30, 2017 for three school social workers.

J. FUTURE AGENDA – 8:35 p.m.

K. VISITOR COMMENTS – 8:40 p.m.

B. CLOSED SESSION (continued - if necessary)
   
   Announcement of Topics / Announcement of Actions

L. ADJOURNMENT – 8:40 p.m.
The Board of Education welcomes and encourages the public’s participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda, however, we ask that you limit your comments to two minutes so that as many as possible may be heard (Education Code §35145.5, Government Code §54954.3). When an item indicates, “Material provided,” the additional information is available prior to the meeting in the Community Relations Office, 3738 Walnut Avenue, Carmichael - 979-8281, or on the district website at www.sanjuan.edu.

A person with a disability may contact the Board of Education Office at (916) 971-7111 or e-mail rmeyer@sanjuan.edu at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

**NOTE: The times indicated are approximate**

### Mission Statement

Valuing diversity and excellence, the San Juan Unified School District’s mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring, and collaborative learning community.
San Juan Unified School District
Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Board of Education Minutes
August 23, 2016

Regular Meeting
Board of Education
5:30 p.m.

Call to Order
The August 23 regular meeting was called to order by the president, Pam Costa.

Roll Call
Present:
Pam Costa, President
Michael McKibbin, Vice President
Lucinda Luttgen, Clerk
Greg Paulo, Member
Saul Hernandez, Member

Recess: Closed Session
The meeting was immediately recessed with the board convening in closed session for discussion with Negotiator Jim Shoemake, Assistant Superintendent of Schools and Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, SJTA, and SJPEC (Government Code §54957.6); and one personnel matter – superintendent’s goals (Government Code §54957.

Pledge of Allegiance
At 6:30 p.m., four members of the Casa Roble Fundamental High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved
It was moved by Mr. Paulo, seconded by Ms. Luttgen, that the minutes of the August 9 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Costa, McKibbin, Luttgen, Paulo, Hernandez].

Board/Staff Reports (E-2)
Associate Superintendent of Schools and Student Support Donna O’Neil, Ed.D., Assistant Superintendent of Schools and Labor Relations Jim Shoemake, Assistant Superintendent of Elementary Schools Sue Hulsey, and Assistant Superintendent of Secondary Education Rick Messer, presented an overview of the start of the new school year. Dr. O’Neil shared that the start of the 2016-17 school year has gone very smoothly. Dr. O’Neil noted that the start of a smooth school year only happens when staff work together proactively to build a collaborative community with families and students. The first day of school enrollment reflected 319 students lower than the prior year. Dr. O’Neil stated that those numbers are somewhat fluid the first two months of school and stated there are two benchmark points where we check in on the enrollment; the third Friday in the school year and the first Wednesday in October. The first Wednesday in October is the state census enrollment count which drives some of our funding. Dr. O’Neil reported another factor driving our funding is the number of families that are coming into the district with their home language other than English. Spanish speakers have increased 8%, Russian speaking students have increased 11%, Arabic speaking students have increased 21% in a single year, and Farsi speaking students have increased 40%. As our total enrollment is going down, the number of students that speak a language other than English is increasing. Staff has to evaluate our services to address the needs of our students and serve a more diverse population. Dr. O’Neil reported that Human Resources held a recruitment fair for the first time in many years for both certificated and classified and for transportation. Ms. Hulsey reported on the activities of the K-8 schools. Ms. Hulsey stated school sites had many welcoming activities. Schools are working on relational trust. Mr. Shoemake reported on the activities of middle schools. He stated it was a highlight to be part of the team opening the new Sylvan Middle School and to see the excitement of students and the community as we celebrated the opening of this new school. Other middle schools also held welcoming activities, and team building activities. Mr. Messer stated that high schools initiated a new program this year called the Jump Start program. The Jump Start program brought in freshmen early to start the transition process in math from the 8th to 9th grade. Mr. Messer stated principals and staff are working diligently the first
few days in developing the climate and culture of the schools. Mr. Messer highlighted activities of various high schools which included freshman orientations, rallies and activities to support the incoming freshman. 11th and 12th graders focused on respect, success and behavior which is grounded in the expectations of the school. Schools are making great efforts to provide guidance and support for students so they can have a successful start and begin building relationships with teachers. Ms. Costa stated that this year was the smoothest start she had experienced since working in San Juan and has received positive feedback from staff, parents and community members. Ms. Costa thanked all staff on behalf of the board. Mr. Kern also thanked staff and stated a successful school year requires the entire team working together from every department to provide support to the sites.

Mr. Hernandez reported he attended the grand opening of Sylvan Middle School on Wednesday along with other board members. Mr. Hernandez expressed his pride for the fiscal management of the building of this school and commended the staff that has worked on this project for a very successful project that students, families, staff, and the community can be excited about and proud of.

Ms. Luttgen stated that the process of closing Sylvan and rebuilding it started out difficult for people. Through a process of listening, compromising, and feedback, the outcome is something San Juan can be proud of. Ms. Luttgen congratulated the superintendent and all staff who worked on the Sylvan Middle School project.

Dr. McKibbin attended the first two days of the start of the 2016-17 school year at Casa Roble Fundamental High School. Dr. McKibbin stated it was enjoyable to watch students take leadership and responsibility for the start of the new year and build relationships.

Ms. Costa reported that Dr. McKibbin, Ms. Luttgen and she, attended the Culturally Responsive Conference on Monday, August 15. Zaretta Hammond was the keynote speaker and there were 46 breakout sessions to choose from. Ms. Costa reported that 1,400 certificated and classified staff attended this event. Ms. Costa commended staff on an outstanding job coordinating this conference and really liked that all bargaining units were together at one training. Ms. Costa reported that she provided support on the first day of school at Carmichael Elementary School and on the second day at Greer Elementary School. On Thursday, Ms. Costa attended the Fair Oaks Chamber of Commerce luncheon as a guest of Rose Erickson, a business owner in Fair Oaks and former San Juan administrator.

Board-appointed / District Committees (E-4)
Amy Kassouni, chairperson of LCAP Parent Advisory Committee, reported that strategic planning will commence in the next few weeks. Ms. Kassouni stated if the board has topic suggestions for committee discussion for this next year, please let her know.

Visitor Comments (F)
Caleb Buckley, executive director of Golden Valley Charter Schools introduced himself as the new executive director and informed the board that Golden Valley Charter Schools will be submitting their petition for renewal. John Baker, principal of Orchard Charter School, provided the board with his background and explained the curriculum and programs at the school.

Consent Calendar Approved (G-1/G-11)
Mr. Kern requested consent item G-10 and G-11 be pulled. Staff will submit these two items for board approval at a future date.

It was moved by Dr. McKibbin, seconded by Ms. Luttgen, that the consent calendar, items G-1/G-9 be approved. MOTION CARRIED UNANIMOUSLY [Costa, McKibbin, Paulo, Luttgen, Hernandez].

Personnel (G-1) – appointments, leaves of absence, and separations – all approved as submitted.

Purchasing Report (G-2) – purchase orders, service agreements, change orders, construction bids, piggyback contracts, and other – approved as submitted.


Gifts (G-4)
Acceptance of gifts to San Juan Unified District Office, Encina Preparatory High School, and Northridge Elementary School.
Panel Members for Expulsion Hearings (G-5)
Approval of the recommended panel members to conduct expulsion hearings during the 2016-2017 school year.

Child Care and Development Programs Contracts (G-6)
Approval of Child Care and Development Programs Contracts CSPP-6358 and CCTR-6191 and the adoption of corresponding Resolution Nos. 2810 and 2811, authorizing designated personnel to sign contract documents for Fiscal Year 2016-2017.

Disposal of Surplus Property (G-7)
Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code §17545 & §17546.

New Board Policy (G-8)
Approval of new Board Policy 6141.4 International Baccalaureate Program.

Citizens’ Oversight Committee Membership (G-9)
Approval of Rebecca Kirk to a two-year term on the Citizens’ Oversight Committee.

Variable Term Waivers / Speech Language Pathology (G-10)
Approval of submission of a Variable Term Waiver to the California Commission on Teacher Credentialing, effective August 16, 2016 through June 8, 2017 for two Speech Language Pathology specialist.

Variable Term Waivers / School Social Workers (G-11)
Approval of submission of a Variable Term Waiver to the California Commission on Teacher Credentialing, effective August 16, 2016 through June 8, 2017 for three School Social Workers.

CAASPP Results (I-1)
Dr. O’Neil presented an overview of the results of the CAASPP assessments and an examination of demonstrated progress. Dr. O’Neil stated that the report is based on internal, preliminary data and that the public release of official data is expected on August 24. Director of Assessment, Evaluation and Planning Susan Green, provided a report on the CAASPP testing components including a review of how grade levels performed on English language arts assessments in grades 3-8 and 11, the mathematics assessment in grades 3-8 and 11, and the science assessment in grades 5, 8, and 10, and the Early Assessment Program (EAP), that looks at whether students are college ready. Ms. Green shared student voice on what was difficult about the testing and reported that instructional response to the 2016 CAASPP findings continues to build on the work identified in the Local Control and Accountability Plan (LCAP). Dr. O’Neil will send a board communication with the revised CAASPP results. Ms. Costa requested that staff provide two presentations to the board: a report on the new state accountability system and once the data is populated into the system, a workshop or report to review and understand the data.

Outreach and Awareness Update (I-2)
Senior Director of Community Relations Trent Allen, introduced a funding request to support the district’s outreach and awareness efforts designed to advance innovative schools, employee recruitment efforts, and other key initiatives. Mr. Allen explained that in the last two years, the district has engaged in more active and focused outreach efforts to support high priority initiatives such as the launch of Artful Learning at Ottomon Way Elementary, start of a science-focused program at Pasadena Avenue Elementary and recruiting high-quality employees in the face of a major teacher shortage. Mr. Allen stated the district plans to launch several new innovative school concepts, continue to aggressively recruit quality employee candidates, and build greater engagement among our community. Mr. Allen stated in order to support these outreach and awareness programs, a one-time funding allocation of $300,000 from the board’s strategic plan reserve funding is being requested. The unspent balance of the allocation will roll-forward each year until fully expended and is intended to meet the districts needs for the next two to three years.

It was moved by Mr. Paulo, seconded by Ms. Luttgen, that a one-time funding allocation of $300,000 from the board’s strategic plan reserve funding be approved to support the district’s outreach and awareness efforts, and the unspent balance of the allocation will roll-forward each year until fully expended and is intended to meet the districts needs for the next two to three years. MOTION CARRIED UNANIMOUSLY [Costa, McKibbin, Luttgen, Paulo, Hernandez].
Carmichael Property and Business Improvement District (I-3)
Senior Director of Facilities, Maintenance, and Transportation Frank Camarda introduced the Carmichael Property and Business Improvement District (CPBID) proposal and Resolution 2812, in support of the petition to initiate the formation proceedings. Mr. Camarda explained the proposed CPBID would place an assessment on properties within the area to fund security, maintenance, and advocacy efforts above and beyond those provided by existing agencies. The CPBID would be created for a five year term, starting January 1, 2017 through December 31, 2021. Mr. Hernandez shared that he had the opportunity to meet with the CPBID group along with Mr. Camarda and Mr. Allen. Mr. Hernandez was very impressed with the work that is being done and strongly recommends that the board move forward with this proposal. Mr. Paulo asked about the boundaries for the CPBID. Mr. Camarda will send a board communication with a copy of the Carmichael Property and Business Improvement District management plan and engineers report. Action was scheduled for September 13.

Williams Complaint Report (I-5)
Linda Simlick, General Counsel, explained that the district must report on the status of Williams-type complaints filed with the district per Education Code §35186(d), which requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints. She stated that, during the time period from April through June 2016, there were no Williams-type complaints filed.

CSBA Directors-at-Large Nominations (I-6)
After hearing no recommendations, Ms. Costa stated that no action would be taken regarding the nomination of candidates to fill the director-at-large seats for Asian/Pacific and Hispanic on the Board of Directors of the California School Boards Association.

Adjournment
At 7:47 p.m., there being no further announcements or business, the regular meeting was adjourned.

Pamela L. Costa, President
Kent Kern, Executive Secretary

Approved: _____

1934
SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM      E-1 (a)
MEETING DATE:    9/13/16

SUBJECT: 2017 Teachers of the Year Recognition

DEPARTMENT: Human Resources

CHECK ONE:
For Discussion: [ ]
For Action [X]
Report: [ ]
Workshop: [ ]
Recognition: [X]
Emergency Action: [ ]

ACTION REQUESTED:
The superintendent is asking the board to recognize San Juan Unified’s 2017 Teachers of the Year.

RATIONALE/BACKGROUND:
The San Juan Unified School District has many dedicated and qualified certificated employees. Each year the district asks for nominations from students, staff and the community for the Teacher of the Year program. The nominees embody the commitment of San Juan Unified’s teachers to provide positive and effective instruction. Out of the initial nominations, two were selected to represent the district in the Sacramento County Teacher of the Year. The district is pleased to recognize Nichole Harshbarger, a 1st grade teacher at Kingswood K-8 School and Bradley Ward, a Physical Education teacher at Mesa Verde High School as our 2017 Teachers of the Year.

PREVIOUS STAFF/BOARD ACTION:
Superintendent’s Cabinet: September 6, 2016

FINANCIAL DATA: N/A

PREPARED BY: Baljit Jhatu, Analyst, Human Resources
Deann Carlson, Director, Certificated Personnel, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources
Kent Kern, Superintendent of Schools
HUMAN RESOURCES
The following reports are submitted for board approval

<table>
<thead>
<tr>
<th>Personnel Pages</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appointments</strong></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
</tr>
<tr>
<td>Certificated</td>
<td>1-3</td>
</tr>
<tr>
<td>Classified</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Leaves of Absence</strong></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>4</td>
</tr>
<tr>
<td>Certificated</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td>4</td>
</tr>
<tr>
<td><strong>Separations</strong></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>4</td>
</tr>
<tr>
<td>Certificated</td>
<td>4</td>
</tr>
<tr>
<td>Classified</td>
<td>4</td>
</tr>
<tr>
<td><strong>Pre-Retirement Reduced Workload</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reassignments/Change in Work Year</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Errata</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Job Description/Salary Range Change</strong></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>5-7</td>
</tr>
<tr>
<td>Certificated</td>
<td>8-9</td>
</tr>
<tr>
<td>Classified</td>
<td></td>
</tr>
<tr>
<td>Unrepresented</td>
<td></td>
</tr>
<tr>
<td><strong>Cabinet Contracts/Extension of Contract</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation to Extend A District Intern Credential</strong></td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td></td>
</tr>
<tr>
<td><strong>Credential Approval Recommendations</strong></td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td></td>
</tr>
<tr>
<td><strong>Charter School Personnel Actions</strong></td>
<td></td>
</tr>
<tr>
<td>Visions</td>
<td>10-16</td>
</tr>
<tr>
<td>Choices</td>
<td></td>
</tr>
</tbody>
</table>
## MANAGEMENT

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hire</td>
<td>Rogers, Devery</td>
<td>Prob</td>
<td>Program Manager, Technology Services</td>
<td>Technology Services</td>
<td>09/12/16</td>
</tr>
<tr>
<td>Promotional</td>
<td>Walters, Jim</td>
<td>Prob</td>
<td>Program Manager, ECE</td>
<td>Early Childhood Education</td>
<td>09/19/16</td>
</tr>
<tr>
<td>Promotional</td>
<td>Wolfe, Brett</td>
<td>Prob</td>
<td>Director CTE, Adult Education</td>
<td></td>
<td>09/06/16</td>
</tr>
</tbody>
</table>

## CERTIFICATED SUPERVISORY

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional</td>
<td>Baucom, Paula</td>
<td>Prob</td>
<td>Program Specialist K-12 Curriculum</td>
<td>Teaching and Learning</td>
<td>09/01/16</td>
</tr>
<tr>
<td>Promotional</td>
<td>Butler, Cassidy</td>
<td>Interim</td>
<td>Vice Principal</td>
<td>Sierra Oaks</td>
<td>09/19/16 06/23/17</td>
</tr>
<tr>
<td>Promotional</td>
<td>Purinton, Cletus</td>
<td>Interim</td>
<td>Vice Principal</td>
<td>Mira Loma</td>
<td>09/06/16 06/23/17</td>
</tr>
</tbody>
</table>

## CERTIFICATED

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hire</td>
<td>Adams, Erika</td>
<td>Temp</td>
<td>School Social Worker</td>
<td>Del Campo</td>
<td>08/01/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Allen, Robert</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>Mira Loma</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Anaya, Angelica</td>
<td>Temp</td>
<td>School Social Worker</td>
<td>LSC Region 1 @ Arcade</td>
<td>08/02/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Anderson, Zachary</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Sylvan</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Asaner, Deniz</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Churchill</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>August, Cynthia</td>
<td>Prob</td>
<td>Teacher Grade 5</td>
<td>Pasadena</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Avera, Laura</td>
<td>Perm</td>
<td>Tch-Alternative Education</td>
<td>Home School Program</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Barrie, Kaitlin</td>
<td>Temp</td>
<td>Teacher Grade 3</td>
<td>Whitney</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Bartlett, Jenny</td>
<td>Temp</td>
<td>Teacher Grade 3</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Bautista, Brian</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Bravo, Roderick</td>
<td>Prob</td>
<td>Teacher Combo 4-5</td>
<td>Cottage School</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Brown, Jennifer</td>
<td>Temp</td>
<td>Counselor Special Project</td>
<td>LSC Region 1 @ Arcade</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Burrone, Brian</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Sylvan</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Cernat, Tatiana</td>
<td>Temp</td>
<td>Tch-Pre-School Teacher</td>
<td>Early Childhood Education</td>
<td>08/18/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Cha, Lee</td>
<td>Perm</td>
<td>Tch-Grad 7/8</td>
<td>Barrett</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Collentine-Cole, Hannah</td>
<td>Temp</td>
<td>School Social Worker</td>
<td>Student Learning Assistant</td>
<td>08/01/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Coon, Jacquelyn</td>
<td>Prob</td>
<td>Teacher Grade 4</td>
<td>Northridge</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Cushing, Michael</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Davey, Aimee</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Pasture</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>De Guzman, Junder Joe</td>
<td>Temp</td>
<td>Tch-Resource Spec K/12</td>
<td>Green</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Diplacito, Regina</td>
<td>Temp</td>
<td>Teacher Gr 6 M/S</td>
<td>Arden</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Dixon, Alexis</td>
<td>Temp</td>
<td>Teacher Grade 1</td>
<td>Greer</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Duffy, Deanna</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>Bella Vista</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Dunkel, Jamiel</td>
<td>Prob</td>
<td>Tch-Grad 6-12</td>
<td>Encina</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Dyachenko, Jennifer</td>
<td>Prob</td>
<td>Teacher Grade 3</td>
<td>Greer</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Evans, Sarah</td>
<td>Temp</td>
<td>Tch-Grad 6-12</td>
<td>Encina</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Fahey, Brooke</td>
<td>Prob</td>
<td>Teacher Grade 3</td>
<td>Mariemont School</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Feliz, Brittany</td>
<td>Temp</td>
<td>Tch(Ch) Sev Lang Hndcp+S</td>
<td>Thomas Edison</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Ferguson, Michael</td>
<td>Temp</td>
<td>Tch-English Language Dev</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Floyd, Lisanne</td>
<td>Prob</td>
<td>Teacher Grade 2</td>
<td>Northridge</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Gale, Rebecca</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Arden</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Garcia, Christopher</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>Río Americano</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Gauthier, Shari</td>
<td>Prob</td>
<td>Counselor K/6</td>
<td>Kingswood</td>
<td>08/11/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Gordon, Alexandra</td>
<td>Temp</td>
<td>Language/Speech/Hrg Spec</td>
<td>Special Ed</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Green, Stephanie</td>
<td>Temp</td>
<td>Teacher Grade 4</td>
<td>Dyer Kelly</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Griffin, Lindsey</td>
<td>Temp</td>
<td>Counselor-Special Prog</td>
<td>LSC Region 1 @ Arcade</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Halvorson, Elle</td>
<td>Temp</td>
<td>Teacher Kindergarten</td>
<td>Thomas Kelly</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Hill, Katie</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>Del Campo</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Hoerner, Lisa</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Arden</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>James, Megan</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>LSC Region 2 @ Barrett</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Jones, Holly</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>LSC Region 1 @ Arcade</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Kamine, Zachary</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Kikau, Manasa</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>San Juan</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Klein-Edgerton, Justin</td>
<td>Prob</td>
<td>Tch(Ch) Deaf/Hard Of Hrg</td>
<td>Dewey School</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Knight, Erik</td>
<td>Prob</td>
<td>Tch-Grad 7/8</td>
<td>Carnegie</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Kopple, Julie</td>
<td>Prob</td>
<td>Teacher Grade 4</td>
<td>Del Paso Manor</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td>New Hire</td>
<td>Kraynek, Elizabeth</td>
<td>Temp</td>
<td>Teacher Grade 2</td>
<td>Dyer Kelly</td>
<td>08/16/16 06/08/17</td>
</tr>
</tbody>
</table>

## Agenda for the September 13, 2016 Board Meeting
# Agenda for the September 13, 2016 Board Meeting

## 1. APPOINTMENTS - Continued

### CERTIFICATED

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hire</td>
<td>Landice, Jennifer</td>
<td>Temp</td>
<td>Tch-Resource Spec K/12</td>
<td>Charles Peck</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Launder, Jeremy</td>
<td>Prob</td>
<td>Tch-Grad 9/12</td>
<td>San Juan</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Leach, Eric</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>Bella Vista</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Ledrew, Justyn</td>
<td>Temp</td>
<td>Teacher Grade 1</td>
<td>Howe Avenue</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Lindsay, Sonia</td>
<td>Temp</td>
<td>Tch-Site Resource Elem</td>
<td>Dyer Kelly</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Marks, Andrea</td>
<td>Prob</td>
<td>Tch-English Language Dev</td>
<td>English Lang Learning</td>
<td>08/10/16</td>
</tr>
<tr>
<td></td>
<td>Marlette, Brian</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>San Juan</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Marquez, Amanda</td>
<td>Temp</td>
<td>Tch-Tv Elem Clsrm-Other</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Marquis, Angelica</td>
<td>Temp</td>
<td>Teacher Grade 2</td>
<td>Thomas Edison</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Martinez, Jordan</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Mcallister, Morgan</td>
<td>Temp</td>
<td>Teacher Grade 1</td>
<td>Lichen School</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Mcmann, Justin</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-PE</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Medina, Mayte</td>
<td>Temp</td>
<td>Tch-Resource Spec K/12</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Meissner, Jennifer</td>
<td>Temp</td>
<td>Teacher Combo 4-5</td>
<td>Greer</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Mele, Andrea</td>
<td>Temp</td>
<td>Tch(Sh) Severly Hndcp</td>
<td>Skycrest</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Minugh, Kimberly</td>
<td>Temp</td>
<td>Tch-Grad 6-12</td>
<td>Encina</td>
<td>08/16/16</td>
</tr>
<tr>
<td></td>
<td>Morse, Julie</td>
<td>Prob</td>
<td>Tch-English Language Dev</td>
<td>Mira Loma</td>
<td>08/16/16</td>
</tr>
<tr>
<td></td>
<td>Noll, Maria</td>
<td>Temp</td>
<td>Teacher Grade 6</td>
<td>Orangevale</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Pelletti, Marie</td>
<td>Temp</td>
<td>Tch-Grad 6-12</td>
<td>Encina</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Sadr, Alexander</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Pasteur</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Sanchez, Paul</td>
<td>Temp</td>
<td>Tch-English Language Dev</td>
<td>Encina</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Silva III, Robert</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-PE</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Tolbert, Michelle</td>
<td>Temp</td>
<td>Teacher Grade 4</td>
<td>Carrage Drive</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Velazquez, Ricardo</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Ownbey-Starbuck, Bryant</td>
<td>Temp</td>
<td>Tch-(Ed) Emotional Dsbtb</td>
<td>Pasadena</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Paullin, Erica</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>San Juan</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Penning, Lindsay</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-PE</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Perez, Francisco</td>
<td>Prob</td>
<td>Counselor-9/12</td>
<td>Mesa Verde</td>
<td>08/03/16</td>
</tr>
<tr>
<td></td>
<td>Pool, Leah</td>
<td>Temp</td>
<td>Counselor Special Project</td>
<td>LSC Region 1 @ Arcade</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Prestler, Eric</td>
<td>Temp</td>
<td>Teacher Kindergarten</td>
<td>Tru School</td>
<td>08/13/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Quintana Garcia, Gladis</td>
<td>Temp</td>
<td>Tch-Grad 6-12</td>
<td>Encina</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Reardon, Mary</td>
<td>Temp</td>
<td>Tch-English Language Dev</td>
<td>Encina</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Rice, Kimberly</td>
<td>Temp</td>
<td>Tch (SH) Severly Hndcp</td>
<td>Trajan</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Rikkers, Jennifer</td>
<td>Temp</td>
<td>Tch-Site Resource-Elem</td>
<td>Kingswood</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Rios-Acuna, Olivia</td>
<td>Prob</td>
<td>Tch-English Language Dev</td>
<td>Northbridge</td>
<td>08/16/16</td>
</tr>
<tr>
<td></td>
<td>Robin, Janna</td>
<td>Temp</td>
<td>District Resource Teacher</td>
<td>Teaching And Learning</td>
<td>08/10/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Roessner, Eric</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-PE</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Rouse, Leslie</td>
<td>Temp</td>
<td>Teacher Grade 6</td>
<td>Sierra Oaks</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Rule, Daniel</td>
<td>Prob</td>
<td>Teacher Grade 1</td>
<td>Coyle Avenue School</td>
<td>08/16/16</td>
</tr>
<tr>
<td></td>
<td>Sagara, Julia</td>
<td>Prob</td>
<td>Tch-English Language Dev</td>
<td>English Lang Learning</td>
<td>08/10/16</td>
</tr>
<tr>
<td></td>
<td>Salimi, Kristin</td>
<td>Temp</td>
<td>Teacher Grade 4</td>
<td>Greer</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Shahbazian, Peter</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>Del Campo</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Silaj, Katharine</td>
<td>Temp</td>
<td>Tch-Grad 6-12</td>
<td>Encina</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Smith, Michael</td>
<td>Temp</td>
<td>Teacher Grade 2</td>
<td>Howe Avenue</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Smith, Tisha</td>
<td>Temp</td>
<td>Teacher Grade 2</td>
<td>Whitney</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Stine, Nicholas</td>
<td>Prob</td>
<td>Tch-Academy</td>
<td>La Entrada</td>
<td>08/16/16</td>
</tr>
<tr>
<td></td>
<td>Stitt, Bonnie</td>
<td>Prob</td>
<td>Tch-English Language Dev</td>
<td>English Lang Learning</td>
<td>08/10/16</td>
</tr>
<tr>
<td></td>
<td>Swartz, Suzanne</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>Mira Loma</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Tateishi, Lindsay</td>
<td>Temp</td>
<td>Tch-Grad 7/8</td>
<td>Barrett</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Thomas, Kelly</td>
<td>Temp</td>
<td>Tch-Elem K-8</td>
<td>LSC Region 2 @ Barrett</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Vidi, Andra</td>
<td>Prob</td>
<td>Teacher Grade 2</td>
<td>Pasadena</td>
<td>08/16/16</td>
</tr>
<tr>
<td></td>
<td>Weaver, Steven</td>
<td>Temp</td>
<td>School Social Worker</td>
<td>LSC Region 2 @ Barrett</td>
<td>08/15/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Webb, Lonnie</td>
<td>Temp</td>
<td>School Social Worker</td>
<td>LSC Region 1 @ Arcade</td>
<td>08/22/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Whitaker, Shannon</td>
<td>Temp</td>
<td>Tch(Sh) Severly Hndcp</td>
<td>Arcade</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Williams, Kelly</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-PE</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Williams, Mallory</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-PE</td>
<td>Mesa Verde</td>
<td>08/08/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Willis, Michael</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-PE</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Worden, Margaret</td>
<td>Temp</td>
<td>Teacher Combo 4-5</td>
<td>Cameron Ranch</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Wright, Gloria</td>
<td>Temp</td>
<td>Tch-Grad 9/12</td>
<td>El Camino</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Wright, Christopher</td>
<td>Prob</td>
<td>District Resource Teacher</td>
<td>Teaching And Learning</td>
<td>08/10/16</td>
</tr>
<tr>
<td></td>
<td>Yang, Kao</td>
<td>Temp</td>
<td>Tch-Trav Elem Clsrm-Art</td>
<td>Teaching And Learning</td>
<td>08/16/16 06/08/17</td>
</tr>
<tr>
<td></td>
<td>Zamora, Shellee</td>
<td>Temp</td>
<td>Teacher Grade 3</td>
<td>Del Paso Manor</td>
<td>08/16/16</td>
</tr>
<tr>
<td></td>
<td>Zerr, Haley</td>
<td>Temp</td>
<td>Teacher Gr 6 M/S</td>
<td>Rogers</td>
<td>08/16/16</td>
</tr>
</tbody>
</table>
### CERTIFIED

**Type** | **Name** | **Status** | **Assignment** | **Location** | **Effective Date** (s)
--- | --- | --- | --- | --- | ---
Rehire | Campbell, Mary | Temp | Language/Speech/Hrg | Special Ed | 08/23/16 06/08/17
Rehire | Gray, Michael | Temp | Tch-Resource Spec K/12 | Cowan | 08/16/16 06/08/17
Rehire | Guzman Jr, Tomas | Temp | Tch-Grad 9/12 | Del Campo | 08/16/16 06/08/17
Rehire | Harris, Megan | Temp | Teacher Grade 2 | Lichen | 08/16/16 06/08/17
Rehire | Hess, Kristy | Temp | Teacher Grade 5 | Thomas Kelly | 08/16/16 06/08/17
Rehire | Jordan, Paula | Temp | Tch-Grad 9/12 | Del Campo | 08/16/16 06/08/17
Rehire | Knierim, Jaisell | Temp | Tch-Grad 7/8 | Pasteur | 08/16/16 06/08/17
Rehire | Kurtz, Christina | Temp | Teacher Grade 5 | Green Oaks | 08/17/16 06/08/17
Rehire | Mergeris, Coline | Temp | Language/Speech/Hrg | ShenAREST | 08/16/16 06/08/17
Rehire | Moretti, Dominic | Temp | Teacher Gr 6 M/S | Rogers | 08/16/16 06/08/17
Rehire | Northcutt, Kevin | Prob | Teacher Grade 3 | Mariposa | 08/16/16
Rehire | Reece, Katherine | Prob | Teacher Grade 6 | Del Paso Manor | 08/16/16 06/08/17
Rehire | Tiner, Sharon | Temp | Teacher Grade 6 | Del Paso Manor | 08/16/16 06/08/17
Rehire | Welch, David | Temp | Tch-Grad 9/12 | San Juan | 08/16/16 06/08/17
Rehire | Zezini, Danielle | Prob | Counselor 9/12 | Bella Vista | 08/16/16

### CLASSIFIED

**Type** | **Name** | **Status** | **Assignment** | **Location** | **Effective Date** (s)
--- | --- | --- | --- | --- | ---
New Hire | Abdulahad, Najwa | Prob | Food Service Worker | Mira Loma | 08/23/16
New Hire | Belloso, Jose | Prob | Safe Schools Dispatcher | Superintendent's Office | 08/08/16
New Hire | Bennett, Daniel | Prob | Custodian | Trajan | 08/08/16
New Hire | Bone, Laura | Prob | Instructional Assistant III | Barrett | 08/17/16
New Hire | Boone, Monique | Prob | Instructional Assistant-PH | Mira Loma | 08/17/16
New Hire | Casacaua, Michele | Prob | Instructional Assistant II | Arlington Heights | 08/17/16
New Hire | Cauley, Yoke Ming | Prob | Intermediate Clerk Typist | Thomas Edison | 08/09/16
New Hire | Colombo, Stephanie | Prob | Instructional Assistant I | Mariposa | 08/17/16
New Hire | Denny, Elizabeth | Prob | Intermediate Clerk Typist | Del Campo | 08/08/16
New Hire | Eagan, Janell | Prob | Middle School Secretary | Pasteur | 08/15/16
New Hire | Fox, Shannon | Prob | Intermediate Clerk Typist | Cowan | 08/22/16
New Hire | Griswold, Joeciline | Prob | Instructional Assistant III | Mariemont | 08/17/16
New Hire | Hidalgo Marquez, Dely | Prob | Inst Asst/Bil-Spanish | Thomas Edison | 08/17/16
New Hire | Hiestand, Leann | Prob | Account Clerk I | Fiscal Services | 08/08/16
New Hire | Hobbs, Christine | Prob | Intermediate Clerk Typist | Encina | 08/11/16
New Hire | Jackson, Cooper | Prob | Intermediate Clerk Typist | Vocational Education/Rop | 08/15/16
New Hire | Jay, Lydia | Prob | Admin Assistant | Early Childhood Education | 08/19/16
New Hire | Jensen, Jessica | Prob | Instructional Assistant II | Mission | 08/17/16
New Hire | Johnson, Jacqueline | Prob | Instructional Assistant III | Pasteur | 08/17/16
New Hire | Khatra, Harsimrat | Prob | Instructional Assistant II | Special Education | 08/17/16
New Hire | Luna Terrones, Ana | Prob | School/Commun. Interv Spec | Mira Loma | 08/22/16
New Hire | Malone, Angela | Prob | Food Service Worker | Dyer-Kelly | 08/18/16
New Hire | Martin, Nicole | Prob | Instructional Assistant I | Mariemont | 08/17/16
New Hire | Moneymaker, Theresa | Prob | Bus Driver | Transportation | 08/25/16
New Hire | Mood, Rhonda | Prob | Food Service Worker | Ottomon | 08/18/16
New Hire | Morelli, Harri | Prob | Intermediate Clerk Typist | Encina | 08/19/16
New Hire | Morin, Kristina | Prob | Instructional Assistant III | Mesa Verde | 08/17/16
New Hire | Myers, Lindsay | Prob | Instructional Assistant III | Special Education | 08/17/16
New Hire | Nguyen, Loan | Prob | Food Service Worker | Grand Oaks | 08/24/16
New Hire | Orvis, Angela | Prob | Instructional Assistant III | La Vista | 08/17/16
New Hire | Palmore, Marcell | Prob | Instructional Assistant III | Legette | 08/17/16
New Hire | Parham, Lester | Prob | Campus Monitor | San Juan | 08/18/16
New Hire | Penrose, Victoria | Prob | Bus Attendant | Transportation | 08/12/16
New Hire | Price, Brittany | Prob | Instructional Assistant III | Carriage Drive | 08/17/16
New Hire | Remley, James | Prob | Custodian | Howe Avenue | 08/08/16
New Hire | Robinson, Jonathan | Prob | Campus Monitor | Kingswood | 08/18/16
New Hire | Schaffer, Alicia | Prob | Instructional Assistant III | Legette | 08/17/16
New Hire | Sciara, Giuseppe | Prob | Custodian | Maintenance and Operations | 08/19/16
New Hire | Scott, Portery | Prob | Instructional Assistant I | Sylvan | 08/18/16
New Hire | Serrano, Chelsie | Prob | High School Secretary I | Rio Americano | 08/19/16
New Hire | Singharath, Sandy | Prob | Food Service Worker | Del Paso Manor | 08/22/16
New Hire | Snyder, Monteey | Prob | Clerk | Schweitzer | 08/08/16
New Hire | Tachiera, Melissa | Prob | Clerk | Sierra Oaks | 08/10/16
New Hire | Tock, Nathan | Prob | Instructional Assistant III | Carriage Drive | 07/01/16
New Hire | Tran, Hai | Prob | Bus Driver | Transportation | 08/12/16
New Hire | Vazquez, Anel | Prob | Clerk | Thomas Edison | 08/17/16

---

**Agenda for the September 13, 2016 Board Meeting**

1. **APPOINTMENTS - Continued**

---

---
### 1. APPOINTMENTS - Continued

**CLASSIFIED**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hire</td>
<td>Williams, Jennifer</td>
<td>Prob</td>
<td>Clerk</td>
<td>Oakview Community</td>
<td>08/08/16</td>
</tr>
<tr>
<td>New Hire</td>
<td>Williams, Tom</td>
<td>Prob</td>
<td>Asbestos/Inspector Worker</td>
<td>Maintenance and Operations</td>
<td>08/22/16</td>
</tr>
<tr>
<td>New Hire</td>
<td>Woo, Susan</td>
<td>Prob</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>08/12/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Campbell, Keith</td>
<td>Prob</td>
<td>Campus Representative</td>
<td>Pasadena</td>
<td>08/18/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Christiansen, Carol</td>
<td>Perm</td>
<td>Intermediate Clerk Typist</td>
<td>El Camino</td>
<td>08/08/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Holland, Therese</td>
<td>Prob</td>
<td>Instructional Assistant III</td>
<td>Coyle Avenue</td>
<td>08/17/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Holz, Christopher</td>
<td>Prob</td>
<td>Inst Asst Academy</td>
<td>San Juan Academy</td>
<td>08/17/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Miklusak, Rene</td>
<td>Prob</td>
<td>Instructional Assit P H</td>
<td>Ralph Richardson Center</td>
<td>08/17/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Nakahara, Meia Lee</td>
<td>Prob</td>
<td>School/Commun. Interv Spec</td>
<td>LSC Region 1 @ Arcade</td>
<td>08/16/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Pardo, Malissa</td>
<td>Prob</td>
<td>Bus Driver</td>
<td>Transportation</td>
<td>08/12/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Parr, Melanie</td>
<td>Prob</td>
<td>Intermediate Clerk Typist</td>
<td>Trajan</td>
<td>08/08/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Rhoades, Kathy</td>
<td>Perm</td>
<td>Instructional Assistant I</td>
<td>Encina</td>
<td>08/17/16</td>
</tr>
<tr>
<td>Rehire</td>
<td>Rosas, Victor</td>
<td>Perm</td>
<td>Instructional Assistant II</td>
<td>Gold River Discovery Cent</td>
<td>08/17/16</td>
</tr>
</tbody>
</table>

**CERTIFICATED**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpaid</td>
<td>Barrie, Kaitlin</td>
<td>Perm</td>
<td>Tch-Grad 7/8</td>
<td>Rogers</td>
<td>08/16/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Huff, Sharon</td>
<td>Prob</td>
<td>Language/Speech/Hrg Spec</td>
<td>Special Ed</td>
<td>08/16/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Sweet, Jennifer</td>
<td>Perm</td>
<td>Tch-Grad 9/12</td>
<td>Bella Vista</td>
<td>07/01/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Zylstra, Kathryn</td>
<td>Perm</td>
<td>Teacher Grade 1</td>
<td>Sierra Oaks</td>
<td>08/16/16</td>
</tr>
</tbody>
</table>

**CLASSIFIED**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpaid</td>
<td>Gutsan, Nataliya</td>
<td>Perm</td>
<td>Payroll Technician I</td>
<td>Payroll</td>
<td>08/04/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Yasonia, Christie</td>
<td>Perm</td>
<td>Food Service Worker</td>
<td>Mesa Verde</td>
<td>08/18/16</td>
</tr>
</tbody>
</table>

### 2. LEAVES OF ABSENCE

**CERTIFICATED**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpaid</td>
<td>Arrington, Kimberly</td>
<td>Prob</td>
<td>Tch-Grad 7/8</td>
<td>Barrett</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Blatnick, Alexa</td>
<td>Prob</td>
<td>Tch-Site Resource-Elem</td>
<td>Whitney Avenue School</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Mc Combs, Susan</td>
<td>Perm</td>
<td>Tch-Resource Spec K/12</td>
<td>Lichen School</td>
<td>08/03/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Robinson, Cici</td>
<td>Perm</td>
<td>Tch-Grad 9/12</td>
<td>El Camino</td>
<td>07/18/16</td>
</tr>
<tr>
<td>Unpaid</td>
<td>Shellans, Timothy</td>
<td>Perm</td>
<td>Tch-Home/Hospital</td>
<td>Garfield</td>
<td>09/01/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Strickland, Craig</td>
<td>Perm</td>
<td>Teacher Grade 5</td>
<td>Pasadena</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Retirement</td>
<td>Campbell, Vicki</td>
<td>Perm</td>
<td>Teacher Grade 3</td>
<td>Mariposa</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Supension – 2 days</td>
<td>CL 301</td>
<td>Perm</td>
<td>Certificated</td>
<td>Teaching and Learning</td>
<td>09/14/16</td>
</tr>
</tbody>
</table>

**CLASSIFIED**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resignation</td>
<td>Caldwell, Jennifer</td>
<td>Perm</td>
<td>Instructional Assistant III</td>
<td>Carriage Drive</td>
<td>07/14/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Cheney, Cathleen</td>
<td>Perm</td>
<td>Food Service Worker</td>
<td>Mesa Verde</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Dunn, Alyssa</td>
<td>Prob</td>
<td>Instructional Assistant III</td>
<td>Skycrest</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Faszer, Victoria</td>
<td>Perm</td>
<td>Instructional Assistant III</td>
<td>Mariemont</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Guarducci, G err</td>
<td>Perm</td>
<td>Instructional Assistant II</td>
<td>Trajan</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Hanrahan, Amy</td>
<td>Perm</td>
<td>Food Service Worker</td>
<td>El Camino</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>King, Alicia</td>
<td>Perm</td>
<td>Instr Asst-Aurally Except</td>
<td>Barrett</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Langois, Susan</td>
<td>Perm</td>
<td>Instructional Assistant II</td>
<td>Mariemont</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Lerma, Faith</td>
<td>Perm</td>
<td>Instructional Assistant III</td>
<td>Special Ed</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Shipman, Charles</td>
<td>Perm</td>
<td>Instructional Assistant III</td>
<td>Northridge</td>
<td>06/02/16</td>
</tr>
<tr>
<td>Resignation</td>
<td>Smith, John</td>
<td>Prob</td>
<td>Food Services Worker</td>
<td>Mira Loma</td>
<td>08/18/16</td>
</tr>
<tr>
<td>Dismissal</td>
<td>CL 399</td>
<td>Perm</td>
<td>Classified Position/CDA</td>
<td>Teaching and Learning</td>
<td>09/13/16</td>
</tr>
<tr>
<td>Suspension – 3 days</td>
<td>CL 400</td>
<td>Perm</td>
<td>Instructional Assistant</td>
<td>Teaching and Learning</td>
<td>09/14/16</td>
</tr>
</tbody>
</table>
4. REASSIGNMENTS/CHANGE IN WORK YEAR

**CERTIFICATED SUPERVISORY**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Assignment</th>
<th>From</th>
<th>To</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reassignment</td>
<td>Nichols, Rich</td>
<td>Principal</td>
<td>Mira Loma</td>
<td>Del Campo</td>
<td>09/06/16 06/30/17</td>
</tr>
<tr>
<td>Reassignment</td>
<td>Tracey, Lynn</td>
<td>Interim Principal</td>
<td>Mira Loma</td>
<td>Mira Loma</td>
<td>09/14/16 06/30/17</td>
</tr>
<tr>
<td>Reassignment</td>
<td>Lawson, Jennifer</td>
<td>Interim Principal</td>
<td>Sierra Oaks</td>
<td>Twin Lakes</td>
<td>09/19/16 06/23/17</td>
</tr>
</tbody>
</table>

5. ERRATA

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reassignment</td>
<td>Troppmann, Laura</td>
<td>Perm</td>
<td>Peer Facilitator</td>
<td>Teaching and Learning</td>
<td>08/16/16</td>
</tr>
</tbody>
</table>

* To correct from Rehire, Tch-Grad 9/12 at Casa Roble.

6. JOB DESCRIPTIONS

**MANAGEMENT**

<table>
<thead>
<tr>
<th>Class Title</th>
<th>Unit</th>
<th>New/Update</th>
<th>Old Salary Range</th>
<th>New Salary Range</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Student Support</td>
<td>SJAA</td>
<td>Update</td>
<td>25</td>
<td>N/A</td>
<td>09/14/16</td>
</tr>
</tbody>
</table>

* Change name from Director, Pupil Personnel

**CLASSIFIED**

<table>
<thead>
<tr>
<th>Class Title</th>
<th>Unit</th>
<th>New/Update</th>
<th>Old Salary Range</th>
<th>New Salary Range</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Education</td>
<td>CSEA</td>
<td>Update</td>
<td>20</td>
<td>N/A</td>
<td>09/14/16</td>
</tr>
</tbody>
</table>

7. CABINET CONTRACTS/EXTENSION OF CONTRACT

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Assignment</th>
<th>Location</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension of Contract</td>
<td>Simlick, Linda</td>
<td>General Counsel</td>
<td>Legal Services</td>
<td>09/14/18</td>
</tr>
</tbody>
</table>
POSITION TITLE: Director - Student Support Services

DEFINITION:
Responsible for planning, implementing, and managing a wide range of social, emotional, behavioral, preventative and health services programs to promote student academic success and remove barriers to learning. Programs and services include: Home and Hospital Instruction, Home Schooling, White House Counseling Center, Positive Behavioral Intervention Services (PBIS), Section 504 Coordination, expulsions, attendance, counseling (elementary), prevention programs and after school programs.

DIRECTLY RESPONSIBLE TO: Assistant Superintendent, Educational Services

SUPERVISION OVER:
Prevention programs, health services, 504 plans, attendance, and expulsion

DUTIES AND RESPONSIBILITIES: (Responsibilities will include, but not limited to):

1. Responsible for the formation, updating, and implementation of district policies and procedures related to student support, intervention prevention and health services. Ensures that these policies and procedures are in compliance with state and federal law.
2. Provides leadership and works cooperatively with administrators, teachers, nurses, and others in the development coordination and integration of health services and programs.
3. Provides consultation to administrators and others, and directs or coordinates counseling and social services to students and their parents when referred.
4. Provides leadership and consultation in the establishment and maintenance of cooperative relationships with community groups and agencies and higher educational institutions who train personnel and/or provide services/programs for children in the district.
5. Responsible for the supervision, assignment, and evaluation of student support, intervention, and health services, certificated and classified staff.
6. Responsible for preparation and management of the student support, intervention, and health services budgets.
7. Responsible for the supervision, assignment, and evaluation of student support, intervention, and health services, certificated and classified staff.
8. In cooperation with the Human Resources Department, is responsible for screening, interviewing, and making recommendations for employment of credentialed and classified staff, i.e. nurses, counselors, and social workers.
9. Promotes and provides professional development programs for student support services and other staff.
10. Supervises the expulsion hearing process and provides direct services as an advisor on expulsion procedures. Provides professional development in student discipline policy, procedures and other legal issues.
11. Acts as the district’s Section 504 coordinator.
12. Performs others duties as assigned.
QUALIFICATIONS:

Training, Education, and Experience: Must possess a general administrative, general pupil personnel services or designated services credential. Five years of experience in the TK-12 education field shall be required, three of which must have been school level experience. Site-level administrative experience is preferred.

Knowledge and Skills:

- Knowledge and skill in use of computers and assorted software programs including Microsoft, Excel, Word, Outlook, PowerPoint, as well as web browsers
- Ability to learn, interpret and apply with good judgment the policies and procedures related to assigned function
- Ability to compose letters, flyers, visual aids, board reports/communications, etc.
- Knowledge and skills to plan, coordinate and manage a total district student support, intervention, and health services program meeting student and district needs; knowledge and skills to perform and implement district policies and procedures which are in compliance with state and federal law; individual and group counseling skills; interpersonal communication, consultation and group leadership skills to work effectively with the district and community
- Ability to plan and manage the budget, programs, and evaluate personnel

Physical Characteristics: (consideration will be given to reasonable accommodation):

- Inspect documents and other written materials with fine print.
- Communicate to exchange information in person, with small groups, and on the telephone.
- Sufficient mobility to move about schools sites and district departments

Other Characteristics: Possession of a valid California driver’s license; willing to work additional hours periodically; willing to travel locally.

Revised Adopted by Board: 09/13/16
Adopted by Board: 07/28/80
Revision Adopted by Board: 05/10/88
Revised by Human Resources Division: 04/23/98
SAN JUAN UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: NUTRITION EDUCATION ASSISTANT

POSITION CODE: 716

DEFINITION: Under direction, provides nutrition-related and clerical support to food services programs in the district; develops partnerships with staff, students, teachers, administrators and parents to improve awareness of the benefits of eating healthy foods; and performs related work as required.

DIRECTLY RESPONSIBLE TO: Director, Nutrition Services

SALARY SCHEDULE: CSEA Operations Support range 20

EXAMPLES OF DUTIES AND RESPONSIBILITIES: (Any one position may not include all duties listed; the listed examples do not include all duties and responsibilities which may be found in positions within this classification.)
1. Assists with the development and implementation of nutrition education activities.
2. Assists with taste tests, nutrition surveys and product comparisons to discern student preferences.
3. Assists with evaluation of competitive foods and special dietary accommodation requests to ensure compliance with National School Lunch Program regulations.
4. Assists with the development and organization of nutritional information with visual aids such as presentations, newsletters, promotional materials and website articles.
5. Evaluates food quality per specifications with the goal to increase participation in the National School Lunch and National School Breakfast Programs.
6. Participates in health promotion efforts by assisting with presentations and training workshops.
7. Provides excellent customer service by establishing positive relationships with district personnel, representatives from external organizations and others.
8. Performs a wide variety of clerical tasks requiring independent judgment and initiative.
9. Makes appointments and sets up meetings.
10. Checks forms for completeness and accuracy and obtains information as necessary.
11. Assists with modifying and/or devising forms for reporting data as necessary.
12. Initiates and responds to phone calls, e-mails, letters, and other communications.
13. Assists with receiving, checking condition, shelving, distributing, and inventorying of materials.
14. Develops and maintains files and records.
15. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
- College coursework in nutrition, culinary arts, or related field
- Previous experience working in food service or a related field is desirable

Licenses and Certificates:
- Valid California Class C Driver’s License issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring the license

Knowledge, Skills and Abilities:
- Knowledge of principles of nutrition
- Knowledge of proper food handling, food safety and sanitation practices
- Knowledge of office practices, procedures, and telephone etiquette
- Knowledge of correct English usage, spelling, grammar, punctuation and composition
- Knowledge of modern office equipment and procedures
• Knowledge and skill in personal use of computers and job-related assorted software programs such as Microsoft Excel, Word, Outlook, PowerPoint, as well as internet web browsers
• Knowledge of filing systems and standard record keeping methods
• Ability to learn, interpret and apply with good judgment the policies and procedures related to assigned function
• Ability to perform work involving the use of a computer, appropriate software packages, and other office equipment
• Ability to compose routine letters, flyers, visual aids, memoranda and bulletins
• Ability to operate various types of office machines and computerized equipment
• Ability to receive and provide information over the telephone or in public in a courteous manner
• Ability to communicate effectively both orally and in writing with administrators, staff, students and the community
• Ability to understand and carry out follow oral and written instructions
• Ability to operate a vehicle observing legal and defensive driving practices
• Ability to establish and maintain effective relationships with those contacted in the course of work
• Ability to maintain work pace appropriate to given workload

Health
• Evidence of freedom from active tuberculosis (CA Education Code section 49406)

WORKING CONDITIONS

Work Environment:
• Indoor office environment
• K-12 cafeteria/kitchen environment for student taste testing
• May drive a vehicle to conduct work

Typical Physical Characteristics: (with or without the use of aids; consideration will be given to reasonable accommodation)
• Sensory ability to distinguish sweet, salty, bitter and sour food
• Sufficient vision to read small print and distinguish colors. Inspect documents and other written materials with fine print
• Sufficient dexterity to write, operate telephone and business machines. Operate tools and equipment requiring repetitive hand movement and fine coordination
• Sufficient hearing to conduct in-person and telephone conversations. Communicate to exchange information in person, with small groups and on the telephone
• Ability to speak in an understandable voice with sufficient volume to be heard in to be heard in a small group.
• Sufficient body movement and mobility to drive an automobile and move around a school site. Sufficient mobility to move about school sites and district departments
• Operate an automobile
• Ability to lift up to 25 pounds. Transport or move objects up to 25 pounds

Hazards:
• Skin contact with water, detergents, abrasives, cleaning solvents or solutions and disinfectants.

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Adopted: 10/14/2014
Revised: TBD
1. APPOINTMENTS

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Assignment</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hire</td>
<td>Mandujano, Consuelo</td>
<td>Counselor</td>
<td>08/02/2016</td>
</tr>
<tr>
<td>New Hire</td>
<td>Sallee, Keri</td>
<td>Resource Facilitator</td>
<td>08/15/2016</td>
</tr>
<tr>
<td>New Hire</td>
<td>Janas, Justina</td>
<td>Communications Coordinator</td>
<td>08/25/2016</td>
</tr>
</tbody>
</table>

2. CONTINUING EMPLOYEES

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Assignment</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reassign</td>
<td>Morales, Anabel</td>
<td>Student Support Specialist</td>
<td>08/29/2016</td>
</tr>
<tr>
<td>Reclassify</td>
<td>Brubaker, Michael</td>
<td>Business Operations Administrator</td>
<td>07/01/2016</td>
</tr>
</tbody>
</table>

3. SEPARATIONS

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Assignment</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resignation</td>
<td>Burlingham, Elvira</td>
<td>Credentialed Teacher</td>
<td>08/01/2016</td>
</tr>
<tr>
<td>Resignation</td>
<td>Sherman, Jenell</td>
<td>Credentialed Teacher</td>
<td>08/10/2016</td>
</tr>
<tr>
<td>Resignation</td>
<td>McElroy, Shawn</td>
<td>Programmer/Systems Analyst 1</td>
<td>08/12/2016</td>
</tr>
<tr>
<td>Resignation</td>
<td>Shelby, Laeya</td>
<td>Office Coordinator II</td>
<td>08/05/2016</td>
</tr>
</tbody>
</table>

4. JOB DESCRIPTIONS

<table>
<thead>
<tr>
<th>Class Title</th>
<th>New/Update</th>
<th>Salary Range</th>
<th>Effective Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Operations Administrator</td>
<td>New</td>
<td>53</td>
<td>07/01/2016</td>
</tr>
<tr>
<td>Technical Writer</td>
<td>New</td>
<td>21</td>
<td>09/01/2016</td>
</tr>
</tbody>
</table>

Prepared by: Noy Chanthavongs, Personnel Analyst
Reviewed by: Donna Glenn, Human Resources Manager
Approved by: Jody Graf, Executive Director
John Garrard, Director, Admissions and Family Services
c: Superintendent/Board of Education
VISIONS IN EDUCATION CHARTER SCHOOL
BUSINESS OPERATIONS ADMINISTRATOR

CLASS CODE:  
REPORTS TO:  Director of Business and Technology  
STATUS:  Exempt Employee  
LEVEL:  Management

CHARACTERISTICS OF THE CLASS:  Under general direction, analyzes, prepares, audits, monitors and performs complex work in the development, control and analysis of the Visions student attendance and student information systems; responsible for supervision of student ordering, facilities, the student attendance and records areas; supervision of staff and use of time/talents; serves as a department liaison with Technology Department staff reviewing procedures, processes and software to promote efficiency; directs and coordinates educational research and evaluation including analysis and interpretation of accountability data; responsible for all state reporting related to data collected and managed within Visions student information systems; performs other duties as assigned.

ESSENTIAL FUNCTIONS:  Any one position may not include all the duties listed nor do all the listed examples include all tasks that may be found in positions of this class.

- Participates in the development of efficient processes and procedures related to posting, editing and reporting student attendance, CALPADS reporting and reconciliations.
- Initiates and participates in the research, collection, and compilation of data for reports, projections and estimates.
- Creates, reviews, analyzes and audits financial data, reports related to enrollment processing, attendance logs, attendance posting reports, CALPADs reporting, student enrollment and exit dates to ensure completeness, accuracy and compliance with policies, procedures and other state & federal reporting requirements.
- Coordinates in the preparation and audit of monthly attendance, CALPADS reporting and reconciliations.
- Develops, analyzes, evaluates, maintains and audits internal controls on attendance issues.
- Partners with Human Resources to provide recruitment/selection processes, professional supervisory practices, address employee questions/issues, and handle complaints and investigations that comply with employment laws and school policies, procedures and regulations.
- Manage staff and staffing needs.
- Mentors, guides and trains assigned staff to ensure department and customer service goals are achieved and that leadership and teamwork are developed and practiced.
- Serves as a liaison with management and staff to coordinate enrollment, CALPADs reporting and reconciliations and/or student attendance procedures, processes, tracking and reporting.
- Identifies and recommends policy and procedural improvements and suggestions for organizational effectiveness to management.
- Develops training materials for student attendance and reporting procedures and processes.
- May develop and present testing data to staff, and trains administrative staff and teachers on reading and understanding test score results and how it impacts the student.
- Prepares graphs, diagrams, and charts for statistical analysis and makes presentations at workshops and training sessions as required.
- Works with instructional administrators for assistance in the selection of test site coordinators and proctors.
- Acts as a liaison between Visions and the San Juan Unified School District with regards to student attendance and CALPADs reporting and reconciliations.
- Assists and provides input in the development of various software applications related to Visions’ student information system and other related systems as necessary.
- Runs reports and performs tests on attendance software to verify accuracy of student records in the system and to identify system errors; consults with Technology Department.
- Trains department staff on the use of Visions attendance software, the district’s attendance system and other applicable software.
- Reviews, develops and/or writes policies and procedures related to student attendance, CALPADs reporting and department functions.
- Provides leadership efforts to manage student information and other related systems; system configuration, user access management, training, etc.
- Makes determinations regarding acceptable attendance logs, master agreements, work samples, when to invalidate a master agreement or when to make small attendance deductions.
- Monitors and reviews federal, state and district student and school data:
  - To ensure accuracy and compliance with program procedures and regulations.
  - To communicate indicators of program success and areas needing improvement on a regular basis.
  - To review data, make informed predictions, and offer recommendations to address schoolwide program improvement.
- Manage Student Information System(SIS)
- Assist with management of relationship with SIS vendor
- Responsible for the configuration of SIS from user perspective (new processes, assignment of permissions, account creation, Lead CT and staff training with new system.
- Manage, support permissions for users in SIS and Launchpad
- Manage all efforts regarding Independent reporting requirements:
  - Calpads
  - SIS integration
  - New process development
  - Integration with district systems
  - Reporting requirements:
    - TOMS integration
    - Calpads/cbeds
    - SEIS integration
    - SP/Lpad integration from user perspective
- Coordinates and track student records in CALPADS.
- Keeps informed on trends and changes in legislation applicable to charter school management/operations and makes recommendations for change.
- Informs design team to appropriately use categorical state/federal funds and grants to support targeted student populations.
- Provides additional support/training for staff development.
- Attends meetings, in-service training, workshops, classes and conferences relating to areas of responsibility.
- Supervises, manages and trains the Operations Support Manager.
- Provides oversight and management of facilities, student ordering processes and systems.
- Maintains confidentiality.
- Performs other duties as assigned.

QUALIFICATIONS:

EDUCATION, TRAINING AND EXPERIENCE:
- A four year college degree from an accredited university in business, accounting or financial management or related field.
- A Masters In Business Administration is highly desirable.
- Minimum of three years of experience leading and/or managing staff in achieving organizational objectives.
- Increasingly responsible experience in math, business, accounting or other related field including systems testing, data collection and analysis, preferably in a K-12 educational setting.
- Previous public and/or charter school experience is highly desirable.

SKILLS, KNOWLEDGE AND ABILITIES:
- Knowledge of or ability to learn, interpret and apply Visions’ objectives, policies, procedures, rules, regulations and operations.
- Knowledge of or ability to learn and use applicable sections of the California Education Code, charter law and other pertinent laws.
- Skill and ability to think strategically while having the skills to handle day-to-day details and problems.
- Skill and ability to use logical, systematic thinking while managing multiple priorities in a fast-paced environment and subject to frequent interruptions.
- Skill and ability to participate in strategic business planning with management and others.
- Strong organizational, planning, management, partnering and team building skills.
- Skill and ability to plan, organize, coordinate and prioritize workload, handle multiple tasks simultaneously, work under pressure, work with priorities/deadlines subject to changes and frequent interruptions and maintain quality and quantity of work with a high degree of accuracy.
- Ability to provide innovative recommendations/solutions.
- Skill in collaborative problem-solving.
- Ability to motivate and train others.
- Strong communications skills both verbal and written to present complex/controversial ideas and recommendations in a clear and concise manner.
- Ability to effectively articulate policies and programs, demonstrate ability to resolve concerns/questions, while using tact and diplomacy.
- Ability to facilitate meetings, present information and develop and deliver presentations.
- Ability to remain calm in confrontation or tense situations.
- Ability to be flexible and work in a changing environment.
- Ability to work confidentially with discretion.
- Knowledge, skill and ability to use a wide variety of office equipment including but not limited to: personal computers, associated software programs, e-mail, Internet, copiers, calculators, and telephones.

OTHER QUALIFICATIONS:
- Possession of a valid California driver’s license, availability of a vehicle and evidence of vehicle insurance.
- Willingness and ability to travel locally and within the surrounding counties.
• Willingness to work irregular hours/days including evenings, weekends, holidays, and on-call for emergencies.

**WORK ENVIRONMENT AND PHYSICAL ABILITIES:**
The physical requirements below are necessary to perform the essential functions. Reasonable accommodations will be made to enable a person with a disability to perform these functions.

- Work environment is a combination of an office setting with frequent travel. Requires willingness and ability to work effectively and move about in an office and travel on a frequent basis to local locations and to surrounding counties.
- Physical, mental and emotional stamina to work an eight-hour shift (and sometimes more hours) under sometimes-stressful conditions, with frequent distraction and interruptions and deal with angry/upset people in a calm and professional manner.
- Sufficient hand/eye coordination and manual dexterity to use a wide variety of office and computer equipment, to keyboard and write, file, and maintain records, and prepare reports.
- Sufficient hearing to conduct in-person and telephone conversations.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and in addressing groups.
- Sufficient visual acuity to see and read small print.
- Ability to sit for extended periods of time, up to an eight-hour shift (with the exception of lunch and breaks).
- Sufficient mobility and agility to bend, stoop, push/pull, lift, stand, and walk on an occasional basis to file, move equipment or supplies or take work from one location to another.
- Sufficient mobility to enter/exit a vehicle and drive to various locations locally and to surrounding counties.

Created: 8/2016
VISIONS IN EDUCATION CHARTER SCHOOL
TECHNICAL WRITER

CLASS CODE:
REPORTS TO: Marketing and Social Media Manager
FLSA CATEGORY: Non-Exempt
LEVEL: Classified

CHARACTERISTICS OF THE CLASS: Under general supervision, this position produces technical documentation that helps our key stakeholders (staff, families, students) understand and use our products or services. This position will provide information in the form best suited to the needs of the user; to be a bridge between technical experts or designers and the end-users. The technical writer will ‘translate’ technical information into a format that is easy for users to understand; produce high-quality documentation that contributes to the overall success of our products, programs and/or services. Duties and responsibilities generally cover a wide range of responsibilities and activities.

ESSENTIAL FUNCTIONS: Any one position may not include all of the duties listed nor do all of the listed examples include all of the tasks that may be found in positions of this class:

- Work with internal teams to obtain an in-depth understanding of the programs and the documentation requirements.
- Create and maintain the information architecture.
- Produce high-quality documentation that meets applicable standards and is appropriate for its intended audience.
- Create tutorials, FAQ's and how-to guides to help end-users use a variety of applications.
- Use photographs, drawings, diagrams, animation, and charts that increase users’ understanding.
- Select appropriate medium for message or audience, such as manuals or online videos.
- Standardize content across platforms and media.
- Choose the appropriate layout and format of a document or communication.
- Gather usability feedback from key stakeholders, including staff, students and families.
- Revise documents as new issues arise.
- Manage flow of Information among project workgroups during development and testing.
- Adopt or develop appropriate styles and standards.
- Plan, procure, and manage printing, production, and distribution services as needed.
- Control on-going maintenance of documentation.
- Attends staff meetings, in-service training, workshops, classes, conferences and other training.
- Maintains confidentiality.
- Performs other duties as assigned.

QUALIFYING EDUCATION & EXPERIENCE:

- Bachelor’s degree required with an emphasis in Technical Writing, Communications, Organizational Communication, Journalism, or Computer Science preferred.
- Courses in Web coding and authoring systems, such as Extensible Markup Language (XML) or Hypertext Markup Language (HTML), as well as desktop and electronic publishing, can also enhance a technical writer’s skill set.
Basic familiarity with the SDLC and software development.

SKILLS, KNOWLEDGE AND ABILITIES:

- Knowledge of correct English usage, spelling, punctuation, grammar and composition.
- Skill and ability to read, write, proof, edit, and publish written documents with speed and accuracy.
- Knowledge of Multimedia skills, such as blogging, Web design, and video production.
- Skill and ability to work with flexibility, efficiency and diplomacy.
- Skill and ability to use self-restraint, professional judgment, independent decision making, and develop strategies to deal with a variety of people, adversaries and advocates under varying situations and conditions.
- Ability to maintain a professional attitude and a strong customer service focus at all times, with a strong desire to succeed and solve problems.
- Skill and ability to use tact, patience, courtesy, diplomacy, and clarity in written and oral communication and in interpersonal relations with a broad and diverse audience.
- Skilled at identifying visually appealing graphics and formatting as well as illustration skills.
- Distill complex information into clear, concise text.
- Ability to check information provided by others (and know when/what to check).
- Familiarity with the use of various visual aids (illustrations, etc.), and not just text.
- Ability to work with other experts (illustrators, etc.), and with all levels of personnel.
- Knowledge of a variety of software programs to write text, create charts and graphs, and incorporate diagrams and photos into documents.
- Knowledge of or ability to learn, interpret and apply Visions In Education’s objectives, policies, procedures, rules, regulations and operations.
- Knowledge of or ability to learn and use applicable sections of the California Education Code, Charter law and other pertinent laws.
- Ability to work independently and in a team environment, and be held accountable for results.
- Skill and ability to plan, organize, coordinate and prioritize workload to effectively manage multiple tasks and meet established timelines under pressure.
- Skill and ability to define problems, research and collect information, establish facts, analyze and evaluate alternative solutions, problem solve, draw valid conclusions and use independent decision making.
- Ability to understand and apply technical procedures and requirements.
- Knowledge of basic mathematical skills to prepare a variety of reports.
- Knowledge, skill and ability to use modern office practices, procedures and equipment; use record-keeping, bookkeeping and file/document maintenance techniques.
- Knowledge, skill and ability to use a wide variety of office equipment including but not limited to: personal computers, associated software programs (including Windows, word-processing, desktop publishing, spreadsheets, graphics, presentation, database and web based applications including document sharing), e-mail, Internet, copiers, scanners, calculators, typewriters and phones.
- Skill and ability to take notes/shorthand and keyboard at a rate required for successful job performance.

OTHER QUALIFICATIONS:
● Possession of a valid California driver’s license, availability of a vehicle and evidence of insurance.
● Willingness and ability to travel within the local area and surrounding counties to meet with students, parents, other staff and the public.

WORK ENVIRONMENT AND PHYSICAL ABILITIES: The physical requirements below are necessary to perform the essential functions. Reasonable accommodations will be made to enable a person with a disability to perform these functions.

● Work environment is an office setting. Requires willingness and ability to work effectively and move about in an office.
● Physical, mental and emotional stamina to work up to an eight-hour shift under stressful conditions, with frequent distraction and interruptions and deal with angry/upset people in a calm and professional manner.
● Sufficient hand/eye coordination and manual dexterity to use a wide variety of office and computer equipment, to keyboard and write, file, and maintain records and reports.
● Sufficient hearing to conduct in-person and telephone conversations.
● Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance on the telephone and in addressing groups.
● Sufficient visual acuity to see and read small print.
● Ability to sit for extended periods of time, up to an eight-hour shift (with the exception of lunch and breaks).
● Sufficient mobility to bend, stoop, push/pull, lift, stand, and walk on an occasional basis to file, move equipment or supplies or take work from one location to another.

Created: 8/2016
Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

<table>
<thead>
<tr>
<th>Report</th>
<th>Inc</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase Orders &amp; Service Agreements</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>Change Orders</td>
<td>✓</td>
<td>3</td>
</tr>
<tr>
<td>Construction Bids</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td>Piggyback Contracts</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>ERRATA</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
## Purchasing Contracts Board Report
### Purchase Orders and Service Agreements

August 10 - August 30

<table>
<thead>
<tr>
<th>PO#</th>
<th>Date</th>
<th>Vendor Name</th>
<th>Amount $</th>
<th>Site/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>702342</td>
<td>8/10/2016</td>
<td>UNUM LIFE INSURANCE COMPANY OF</td>
<td>$158,000</td>
<td>0309-VISIONS CHARTER SCHOOL</td>
</tr>
<tr>
<td>702618</td>
<td>8/19/2016</td>
<td>PARADIGM HEALTHCARE</td>
<td>$170,000</td>
<td>0327-PUPIL PERSONNEL SERVICES</td>
</tr>
<tr>
<td>702966</td>
<td>8/30/2016</td>
<td>MID PACIFIC ENGINEERING INC</td>
<td>$90,000</td>
<td>0410-FACILITIES</td>
</tr>
</tbody>
</table>
## Purchasing Contracts Board Report
### Change Orders for Items $87,800

**August 10 - August 30**

<table>
<thead>
<tr>
<th>PO#</th>
<th>Date</th>
<th>Vendor Name</th>
<th>Original PO Amount $</th>
<th>Previous Approved C/O Totals $</th>
<th>Current C/O for Approval Amount $</th>
<th>New Contract Amount $</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>609184</td>
<td>8/30/2016</td>
<td>West Coast Environmental</td>
<td>$120,000.00</td>
<td>NA</td>
<td>$1,250.00</td>
<td>$121,250.00</td>
<td>Facilities</td>
</tr>
<tr>
<td>607864</td>
<td>8/29/2016</td>
<td>American River Construction</td>
<td>$330,000.00</td>
<td>NA</td>
<td>$896.00</td>
<td>$330,896.00</td>
<td>Facilities</td>
</tr>
<tr>
<td>506908</td>
<td>8/29/2016</td>
<td>Lionakis</td>
<td>$1,210,000.00</td>
<td>$92,510.00</td>
<td>$75,933.00</td>
<td>$1,378,443.00</td>
<td>Facilities</td>
</tr>
<tr>
<td>608906</td>
<td>8/18/2016</td>
<td>Martin General</td>
<td>$204,500.00</td>
<td>NA</td>
<td>$1,096.00</td>
<td>$205,596.00</td>
<td>Facilities</td>
</tr>
<tr>
<td>605187</td>
<td>8/18/2016</td>
<td>Alessandro Electric Inc</td>
<td>$248,500.00</td>
<td>NA</td>
<td>$8,430.00</td>
<td>$256,930.00</td>
<td>Facilities</td>
</tr>
<tr>
<td>608291</td>
<td>8/10/2016</td>
<td>Campbell Keller</td>
<td>$657,025.44</td>
<td>$876.09</td>
<td>$29,473.70</td>
<td>$687,375.23</td>
<td>Facilities</td>
</tr>
<tr>
<td>605767</td>
<td>8/10/2016</td>
<td>DLR Group</td>
<td>$156,370.00</td>
<td>NA</td>
<td>$60,000.00</td>
<td>$216,370.00</td>
<td>Facilities</td>
</tr>
</tbody>
</table>
Upon evaluation of the bids staff has awarded the following in accordance with all legal guidelines.

<table>
<thead>
<tr>
<th>Fund</th>
<th>Date</th>
<th>Bid/LLB/ Design Build</th>
<th>Vendor Name</th>
<th>Description</th>
<th>Amount $</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred Maintenance</td>
<td>8/29/2016</td>
<td>17-103</td>
<td>Brco Constructors Inc</td>
<td>Transportation Yard Paving</td>
<td>$127,500.00</td>
<td>0410-FACILITIES</td>
</tr>
</tbody>
</table>
Business and Financial Report

The following reports are submitted for board approval/ratification:

<table>
<thead>
<tr>
<th>Report</th>
<th>Inc</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easements/Leases (BP 3312)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notices of Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterly Investment Report</td>
<td>✓</td>
<td>1</td>
</tr>
<tr>
<td>Warrants &amp; Payroll</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>E-Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERRATA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# QUARTERLY INVESTMENT REPORT
## AS OF JUNE 30, 2016

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>TOTAL</th>
<th>INTEREST YIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH IN COUNTY TREASURY-OPERATIONAL FUNDS</strong></td>
<td></td>
<td>0.75%</td>
</tr>
<tr>
<td><strong>COUNTY OF SACRAMENTO-G. O. BONDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure J - Series 2011</td>
<td>2,082,729</td>
<td>2.29%</td>
</tr>
<tr>
<td>Measure J - Series 2014 (Building Fund)</td>
<td>15,758,000</td>
<td>0.27%</td>
</tr>
<tr>
<td>Measure N - Series B (Building Fund)</td>
<td>44,762,000</td>
<td>0.27%</td>
</tr>
</tbody>
</table>

**NOTE:**
Earnings are based on average balances.

**SUMMARY**
The investment portfolio complies with the District's investment policy to maintain the liquidity and safety of District funds while maintaining the maximum yield.
## VENDOR AND CONTRACT WARRANTS

<table>
<thead>
<tr>
<th>Fund</th>
<th>June 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 General Fund</td>
<td>6,312,216.97</td>
</tr>
<tr>
<td>09 Charter Schools</td>
<td>1,897,848.45</td>
</tr>
<tr>
<td>10 Special Ed Pass-Thru</td>
<td>55,412.73</td>
</tr>
<tr>
<td>11 Adult Education</td>
<td>28,898.73</td>
</tr>
<tr>
<td>12 Child Development</td>
<td>162,734.37</td>
</tr>
<tr>
<td>13 Food Service/Cafeteria</td>
<td>592,368.10</td>
</tr>
<tr>
<td>14 Deferred Maintenance</td>
<td>221,460.55</td>
</tr>
<tr>
<td>21 Building Fund</td>
<td>296,675.69</td>
</tr>
<tr>
<td>22 Measure S Building Fund</td>
<td>-</td>
</tr>
<tr>
<td>23 Measure J Building Fund</td>
<td>4,153,935.94</td>
</tr>
<tr>
<td>24 Measure N Building Fund</td>
<td>9,859,783.18</td>
</tr>
<tr>
<td>25 Capital Facilities</td>
<td>2,293.38</td>
</tr>
<tr>
<td>35 State Schools Facilities Fund</td>
<td>-</td>
</tr>
<tr>
<td>40 Sp Res FD -- Capital Outlay Proj</td>
<td>3,954.85</td>
</tr>
<tr>
<td>67 Self Insurance</td>
<td>636,112.02</td>
</tr>
<tr>
<td>95 Student Body Fund</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>24,223,694.96</strong></td>
</tr>
</tbody>
</table>

## PAYROLL AND BENEFITS

<table>
<thead>
<tr>
<th>All Funds</th>
<th>June 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Payroll</td>
<td>21,034,942.75</td>
</tr>
<tr>
<td>Classified Payroll</td>
<td>7,789,371.69</td>
</tr>
<tr>
<td>Benefits</td>
<td>27,378,026.85</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>56,202,341.29</strong></td>
</tr>
</tbody>
</table>

**GRAND TOTAL** $ 80,426,036.25
### VENDOR AND CONTRACT WARRANTS

<table>
<thead>
<tr>
<th>Fund</th>
<th>July 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 General Fund</td>
<td>$ 3,307,932.85</td>
</tr>
<tr>
<td>09 Charter Schools</td>
<td>$ 452,659.86</td>
</tr>
<tr>
<td>10 Special Ed Pass-Thru</td>
<td>$ -</td>
</tr>
<tr>
<td>11 Adult Education</td>
<td>$ 214,770.98</td>
</tr>
<tr>
<td>12 Child Development</td>
<td>$ 61,147.46</td>
</tr>
<tr>
<td>13 Food Service/Cafeteria</td>
<td>$ 134,815.22</td>
</tr>
<tr>
<td>14 Deferred Maintenance</td>
<td>$ 69,798.50</td>
</tr>
<tr>
<td>21 Building Fund</td>
<td>$ 54,692.04</td>
</tr>
<tr>
<td>22 Measure S Building Fund</td>
<td>$ 2,776.37</td>
</tr>
<tr>
<td>23 Measure J Building Fund</td>
<td>$ (207,001.40)</td>
</tr>
<tr>
<td>24 Measure N Building Fund</td>
<td>$ 2,894,654.83</td>
</tr>
<tr>
<td>25 Capital Facilities</td>
<td>$ 63,625.78</td>
</tr>
<tr>
<td>35 State Schools Facilities Fund</td>
<td>$ -</td>
</tr>
<tr>
<td>40 Sp Res FD -- Capital Outlay Proj</td>
<td>$ 2,785.00</td>
</tr>
<tr>
<td>67 Self Insurance</td>
<td>$ 1,503,247.42</td>
</tr>
<tr>
<td>95 Student Body</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$ 8,555,904.91</strong></td>
</tr>
</tbody>
</table>

### PAYROLL AND BENEFITS

<table>
<thead>
<tr>
<th>All Funds</th>
<th>July 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Payroll</td>
<td>$ 2,379,410.77</td>
</tr>
<tr>
<td>Classified Payroll</td>
<td>$ 3,483,652.37</td>
</tr>
<tr>
<td>Benefits</td>
<td>$ 1,449,980.41</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$ 7,313,043.55</strong></td>
</tr>
</tbody>
</table>

**GRAND TOTAL** $ 15,868,948.46
AGENDA ITEM: G-5
MEETING DATE: 9-13-2016

SUBJECT: Gann Appropriation Limits for 2015-16 and 2016-17

DEPARTMENT: Fiscal Services

ACTION REQUESTED:
The superintendent is recommending the board adopt Resolution No. 2813, approving Gann Appropriation Limits for 2015-16 and 2016-17.

RATIONALE/BACKGROUND:
This limit on government spending, which became known as Gann Appropriation Limits or simply Gann Limits, applies not only to the state of California, but also to cities, counties, special districts, as well as to school districts and county offices of education (ref. Article XIII B of the State Constitution).

The base year for Gann Limit calculations was 1978-79, the fiscal year before Proposition 4 was enacted. In each year since then, a school agency’s Gann Limit is increased for both inflation and population. Inflation for these purposes is currently the annual percentage change in California per capita personal income. For school agencies, change in ADA is used as a measurement of the change in population.

School agencies are required to perform Gann Limit calculations by the State Constitution.

In accordance with education Code Section 42132, the board is required to adopt its Gann Appropriation Limits each year and send it to the Sacramento County Office of Education. As of June 30, 2016, the district is in compliance with its Gann Limit.

BOARD COMMITTEE ACTION/COMMENT: N/A

PREVIOUS STAFF/BOARD ACTION:
9-14-2010 2010-11 GANN Limit
9-13-2011 2011-12 GANN Limit
9-11-2012 2012-13 GANN Limit
9-10-2013 2013-14 GANN Limit
9-9-2014 2014-15 GANN Limit
9-8-2015 2015-16 GANN Limit
9-6-16 – Superintendent’s Cabinet

FINANCIAL DATA:
The Gann Limit calculations are presented below:

<table>
<thead>
<tr>
<th></th>
<th>GANN Limit</th>
<th>Appropriations subject to limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>$263,652,231.06</td>
<td>$263,652,231.06</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$276,838,019.62</td>
<td></td>
</tr>
</tbody>
</table>

PREPARED BY: Kent G. Stephens, Chief Financial Officer

APPROVED BY: Kent Kern, Superintendent of Schools
SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Resolution No. 2813

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts, and

WHEREAS, the district must establish a revised Gann Limit for the 2015-16 fiscal year and a projected Gann Limit for the 2016-17 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.

NOW, THEREFORE, BE IT RESOLVED that this board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2015-16 and 2016-17 fiscal years are made in accordance with applicable constitutional and statutory law; and,

BE IT FURTHER RESOLVED that this board does hereby declare that the appropriations in the budget for the 2015-16 and 2016-17 fiscal years do not exceed the limitations imposed by Proposition 4; and,

BE IT FURTHER RESOLVED that the superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

APPROVED, PASSED, AND ADOPTED by the Governing Board of the San Juan Unified School District this 13th day of September 2016 by the following vote:

AYES: ________ Pam Costa, President

NOES: ________ Michael McKibbin, Ed. D., Vice President

ABSTAIN: ________ Lucinda Luttgen, Clerk

ATTEST:

Greg Paulo, Member

Saul Hernandez, Member

Kent Kern, Superintendent

Board of Education
San Juan Unified School District
Sacramento County, California
ACTION REQUESTED:
The superintendent is recommending the board approve a Memorandum of Understanding (MOU) with Sacramento County Office of Education to support the district’s Bullying Prevention Program by providing funding, training, and technical assistance.

RATIONALE/BACKGROUND:
The purpose of the district’s Bullying Prevention Program in collaboration with Sacramento County Office of Education is to maintain and/or further increase the capacity of districts to implement sustainable bullying prevention programs and strategies by providing training, demonstration sites, technical assistance, and support.

The MOU outlines specific roles and responsibilities of Sacramento County Office of Education and district staff to implement the Student Mental Health Wellness Education and Training Bullying Prevention Program. The MOU is in effect during the 2016-2017 school year and provides funding in the amount of $17,885.00 to support the many efforts and activities of the district’s Bullying Prevention Program.

Attachment: Memorandum of Understanding

BOARD COMMITTEE ACTION/COMMENT: N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent’s Cabinet: 09/06/16

FINANCIAL DATA:
Estimated cost for current budget year: $N/A

PREPARED BY: Linda M. Bessire, Ed.D., Director, Pupil Personnel Services

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services
Donna L. O’Neil, Ed.D., Associate Superintendent, Schools and Student Support
Kent Kern, Superintendent of Schools
MEMORANDUM OF UNDERSTANDING Agreement #6 SJUSD-BPP

This Memorandum of Understanding (MOU) is between the Sacramento County Office of Education, referred to as “SCOE” and the San Juan Unified School District referred to as “District.”

The purpose of this MOU is to outline the roles and responsibilities of SCOE and the District in regard to implementing the Student Mental Health Wellness Education and Training Bullying Prevention Program (Program). The purpose of the Program is to maintain and/or further increase the capacity of districts to implement sustainable bullying prevention programs and strategies by providing training, demonstration sites, technical assistance and support.

Once signed by both parties, this MOU is in effect from July 1, 2016 through June 30, 2017.

The SCOE agrees to:

- Provide a primary contact person for all work under this agreement. The primary contact will be:
  Diane Lampe, Coordinator
  916.228.2542
dlampe@scoe.net
- Provide funding in the amount of $17,885 to support the District’s Bullying Prevention program.
  - Pay funds to District within 90 days of receipt of District invoice
- Convene meetings and provide consultation, professional development, technical assistance and support.
- Coordinate with District and demonstration site(s) to implement the Program evaluation plan and related tools.
- Maintain a website to provide bullying prevention resources and information for students, school personnel, parents and community members.

The District agrees to:

1. Identify a “District Lead” to act as the point of contact and coordinate activities of the Bullying Prevention Program.
2. Continue adherence to the eligibility requirements used to establish demonstration site(s) as outlined on page three (3)
3. Maintain original demonstration site(s) to continue implementation of an evidence-based, research validated bullying prevention program for 4th, 5th and/or 6th graders.
4. For original demonstration site(s), participate in Program evaluation and reporting, including but not limited to, collecting attendance rates for demonstration site(s), documentation of student demographics, participate in surveys related to the Program, and administer Program related surveys to students, parents and staff.
5. When feasible, expand implementation to include additional grade levels and/or sites. Report the number of expansion sites/grade levels, curriculum used, and number of students served.
6. Provide bullying prevention professional development opportunities/refresher trainings in the District for administrators, teachers, and all-school personnel including parent education and awareness.
7. Attend mandatory meetings, trainings and other events.
8. Disseminate electronic updates, information, and other resources, and promote usage of the BPP website to school community.
9. Submit a copy of the District Board Policy and Administrative Regulations related to Bullying/Bullying Prevention.
10. Submit a Program work-plan and budget that describes how the allocated funds will be used to implement the Bullying Prevention Program.
11. Submit quarterly reports of activities conducted by district personnel and demonstration site(s) by the 10th day of the month following the end of each quarter.
12. Invoice SCOE quarterly by the 15th day of the month following the end of each quarter.


**Indemnity Statement and Agreements**

Each party hereto agrees that they shall indemnify, defend and hold the other party and their governing body, officers, agents and employees, harmless from any and all claims, damages, losses, causes of action and demands, including reasonable attorney fees and costs, incurred in connection with or in any manner arising out of the indemnifying party's performance of this Agreement. The indemnifying party, at the indemnifying party's own expense and risk shall defend any and all actions, suits, or other legal proceedings that may be brought or instituted against any other party, the members of their governing body, officers, agents, and employees for any such claims, damages, losses, demands, liabilities, costs or expenses incurred in connection with or in any manner arising out of the indemnifying party's performance of this Agreement. The indemnifying party shall not be liable for damage or injury occasioned by the sole negligence or willful misconduct of the non-indemnifying party and its officers, agents, or employees. This provision shall not be limited to the availability or collectability of insurance coverage.

It is understood no relationship of agency between SCOE and the District is created by this MOU. The SCOE and its employees and agents performing services related to this MOU are not agents or employees of the District and are not entitled to any of the rights and/or benefits of District employees. The District and its employees and agents performing services related to this MOU are not agents or employees of the SCOE and are not entitled to any of the rights and/or benefits of SCOE employees.

In the performance of this MOU, any persons employed by the District shall be entirely and exclusively under the direction, supervision, and control of the District. In the performance of this MOU, any persons employed by the SCOE shall be entirely and exclusively under the direction, supervision, and control of the SCOE.

Neither SCOE nor the District shall have any power, right or authority to bind the other to any agreement or obligation or waiver, compromise or settle any account or claim on behalf of the other, or in any manner or act on behalf of the other without written authorization to do so.

The SCOE and the District shall monitor this agreement to oversee implementation of project activities.

**For the Sacramento County Office of Education:**
Mark Vigario, Assistant Superintendent
Educational Services

**For the San Juan Unified School District:**
Kent Kern, Superintendent

---

**Signature and Date**

**Signature and Date**

---

APPROVED AS TO FORM

Linda C.T. Simlick
General Counsel, SJUSD
Demonstration Sites Criteria

1. Demonstrated Need – the school site has need for a bullying prevention program; the district provides supporting evidence.

2. Demonstrated Strengths – the site has strengths and capacity that will support the successful implementation of a bullying prevention program; the district provides supporting evidence.

3. Willingness and Agreement to Implement from Administration and Staff – the district submits a signed letter of support from the site administrator(s) and school staff.

4. Under-served Cultural Populations – the site serves students and families of diverse cultural and ethnic backgrounds; district provides evidence.

5. Students at Risk – the student population or groups of students at the site are at risk for bullying; the district provides evidence.
ACTION REQUESTED:
The superintendent is recommending that the board approve the 2016-17 Head Start (HS) and Early Head Start (EHS) 1.8% COLA.

RATIONALE/BACKGROUND:
The purpose of the COLA for fiscal year 2016-17 is to help fund the increase in employee benefits. The Sacramento Employment Training Agency (SETA), grantee for the HS and EHS grants, requires board approval for this item.

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent’s Cabinet: 09/06/16

FINANCIAL DATA:
Estimated cost for current budget year: $82,263 (grant funded)
Head Start Ongoing: ☐ This Year Only: ☑

Estimated cost for current budget year: $30,800 (grant funded)
Early Head Start Ongoing: ☐ This Year Only: ☑
## Head Start - Budget Categories

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Program Operations</th>
<th>Training Technical Assistance</th>
<th>Non-Federal Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$79,213</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Construction</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$20,566</td>
</tr>
<tr>
<td><strong>Total Direct Charges</strong></td>
<td><strong>$79,213</strong></td>
<td><strong>$0</strong></td>
<td><strong>$20,566</strong></td>
</tr>
<tr>
<td>Indirect Charges</td>
<td>$3,050</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$82,263</strong></td>
<td><strong>$0</strong></td>
<td><strong>$20,566</strong></td>
</tr>
</tbody>
</table>
### Early Head Start - Budget Categories

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Program Operations</th>
<th>Training Technical Assistance</th>
<th>Non-Federal Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$0</td>
<td>$0</td>
<td>$6,487</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$29,658</td>
<td>$0</td>
<td>$1,213</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Construction</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Direct Charges</strong></td>
<td><strong>$29,658</strong></td>
<td><strong>$0</strong></td>
<td><strong>$7,700</strong></td>
</tr>
<tr>
<td>Indirect Charges</td>
<td>$1,142</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$30,800</strong></td>
<td><strong>$0</strong></td>
<td><strong>$7,700</strong></td>
</tr>
</tbody>
</table>
The superintendent is asking the Board of Education to receive the 2015-16 unaudited actuals and adopt revisions to the San Juan Unified School District’s 2016-17 budget.

RATIONALE/BACKGROUND:
This document reflects the unaudited actuals for the 2015-16 fiscal year and revisions to the 2016-17 budget. Revisions to the district budget and the LCFF Supplemental budget are in alignment with the LCAP goals and actions, and are necessitated by operational decisions, fluctuations in personnel costs (salary, benefits, payroll), and changes in school site SPSA goals and expenditures.

The 2015-16 Unaudited Actuals will be sent to Sacramento County Office of Education.

BOARD COMMITTEE ACTION/COMMENT:
Facilities Transportation and Finance Committee –
6-7-2016 / 9-6-2016

PREVIOUS STAFF/BOARD ACTION:
12-8-2015 First Interim
03-8-2016 Second Interim
06-14-2016 Budget Public Hearing
06-28-2016 Budget Adoption

FINANCIAL DATA: Attached

PREPARED BY: Kent Stephens, Chief Financial Officer

APPROVED BY: Kent Kern, Superintendent
San Juan Unified School District

2015-16 UNAUDITED ACTUALS
WITH 2016-17 REVISED BUDGET

Presented to the Board of Education
September 13, 2016
Core Commitments

- Prioritize resources to close achievement gaps, improve teaching and learning, recruit and retain high quality employees, and help all students reach their potential.
- Provide sound fiscal stewardship of community resources.
- Build trust by sharing useful, transparent fiscal information.
- Adopt a budget that consistently balances on-going revenues and expenditures to avoid a structural deficit.
- Preserve an ending fund balance that ensures the integrity and stability of the district.
Core Messages

- The discussion of education funding is shifting from equity to adequacy. Base grants are not sufficient; districts should exercise caution when adding on-going obligations to base programs.
- Voters will be asked to consider Proposition 55 in November, 2016. Proposition 55 would extend temporary income tax rates approved by Proposition 30 in 2012. If passed, it is expected to generate an additional $7 to $11 billion in state revenues annually for several years.
- If Proposition 55 is approved by voters, it remains unclear how much of the additional revenue would be allocated to K-14.
- State economic growth is beginning to slow. The governor forecasts a $2.6 billion state budget deficit in 2018-19, however the Legislative Analyst’s Office suggests a slightly better budget condition. Emphasis should now be on stabilizing expenditures, maintaining adequate reserves, and planning to sustain current programs.
- The K-14 system has been receiving about 90% of new tax revenues, but this allocation will soon be restored to more historical levels of 40% (Department of Finance).
- STRS and PERS contributions are absorbing nearly one-third of all new base grant funding, but will soon consume most new funding. New LCFF funding is not expected to keep pace with inflation by 2017-18 (Department of Finance and School Services of California).
Overview

- Legal Requirements
- Guidance from Sacramento County Office of Education (SCOE)
- Significant Changes Since Budget Adoption
- 2015-16 Unaudited Actuals
  - All Funds
  - Unrestricted General Fund
- 2016-17 Revised Budget
  - All Funds
  - Unrestricted General Fund
- State Budget News
- Next Steps
Recommended actions for today:

- Receive the 2015-16 Unaudited Actuals Report
  (audited actuals will be presented in December)
- Approve the 2016-17 Budget Revision
Guidance from SCOE

- The level of LCFF funding is subject to economic conditions as well as political decisions by the governor and legislature.
- Restore programs, increase salaries, and begin new initiatives only if long-term solvency can be maintained (avoid cycles of adds and cuts).
- Exercise caution and maintain flexibility in collective bargaining process. Neighboring districts have widely divergent levels of funding. Consider increases to pension rates, rising health care costs, and the implementation of the Affordable Care Act (ACA).
- Categorical programs should be self sustaining.
- Maintain reserves much greater than the minimum requirement in preparation for the next economic downturn.
- Support on-going expenditures with on-going revenues.
## Changes Since Budget Adoption

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget Adoption</th>
<th>September Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 LCFF Gap Funding %</td>
<td>52.20%</td>
<td>52.56%</td>
</tr>
<tr>
<td>2016-17 LCFF Gap Funding %</td>
<td>54.84%</td>
<td>54.18%</td>
</tr>
<tr>
<td>One-time College and Career Readiness Funds</td>
<td>None</td>
<td>$765,000</td>
</tr>
<tr>
<td>One-time Discretionary Funds for 2016-17</td>
<td>$8.9 million or</td>
<td>$8.1 million or</td>
</tr>
<tr>
<td></td>
<td>$237 per ADA</td>
<td>$214 per ADA</td>
</tr>
</tbody>
</table>
## Unaudited Actuals
### 2015-16 – All Funds

<table>
<thead>
<tr>
<th>FUND</th>
<th>Beginning Balance</th>
<th>Revenues</th>
<th>Expenses</th>
<th>Transfers Out/(In)</th>
<th>Surplus/ (Deficit)</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental</td>
<td>1,418,653</td>
<td>22,111,053</td>
<td>18,250,489</td>
<td>-</td>
<td>3,860,564</td>
<td>5,279,217</td>
</tr>
<tr>
<td>Other Unrestricted</td>
<td>34,029,050</td>
<td>251,927,076</td>
<td>244,926,881</td>
<td>4,453,014</td>
<td>2,547,181</td>
<td>36,576,231</td>
</tr>
<tr>
<td>Total Unrestricted</td>
<td>35,447,703</td>
<td>274,038,129</td>
<td>263,177,370</td>
<td>4,453,014</td>
<td>6,407,745</td>
<td>41,855,448</td>
</tr>
<tr>
<td>Total Restricted</td>
<td>20,578,428</td>
<td>152,655,533</td>
<td>127,252,842</td>
<td>4,854,146</td>
<td>20,548,545</td>
<td>41,126,973</td>
</tr>
</tbody>
</table>

| GENERAL FUND          | 56,026,131        | 426,693,662   | 390,430,212    | 9,307,160          | 26,956,290         | 82,982,421     |
| Charter Schools       | 11,243,716        | 50,326,089    | 44,902,226     | 300,193            | 5,123,670          | 16,367,386     |
| SPED (SELPA)          | -                 | 615,697       | -              | 615,697            | -                 | -              |
| Adult Education       | 377,047           | 3,407,375     | 1,887,218      | 170,191            | 1,349,966          | 1,727,013      |
| Child Development     | 241,088           | 17,593,256    | 17,611,759     | (703,000)          | 684,497            | 925,585        |
| Cafeteria             | 2,695,425         | 14,421,990    | 14,576,363     | 282,051            | (436,424)          | 2,259,001      |
| Deferred Maintenance  | 1,454,003         | 1,131         | 1,914,863      | (1,259,000)        | (654,732)          | 799,271        |

| SPECIAL REVENUE       | 16,011,280        | 86,365,538    | 80,892,429     | (593,868)          | 6,066,977          | 22,078,257     |
| Building              | 136,316,001       | 3,524,008     | 59,946,694     | (10,267,950)       | (46,154,736)       | 90,161,265     |
| Capital Facilities    | 1,295,336         | 2,472,498     | 290,488        | 1,500,000          | 682,010            | 1,977,346      |
| Special (Prop 39)     | 1,632,977         | 1,792,925     | 191,384        | (51,267)           | 1,652,808          | 3,285,785      |

| CAPITAL PROJECTS      | 139,244,314       | 7,789,431     | 60,428,566     | (8,819,217)        | (43,819,918)       | 95,424,396     |

| SELF INSURANCE        | 9,090,699         | 21,827,450    | 19,991,410     | -                  | 1,836,040          | 10,926,739     |

| TOTAL                 | 220,372,424       | 542,676,081   | 551,742,617    | (105,925)          | (8,960,611)        | 211,411,813    |
## Unaudited Actuals

### 2015-16 – Unrestricted General Fund

<table>
<thead>
<tr>
<th></th>
<th>Adopted Budget</th>
<th>Budget Act</th>
<th>1st Interim</th>
<th>2nd Interim</th>
<th>Estimated Actuals</th>
<th>Unaudited Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries/Benefits</td>
<td>240,392,255</td>
<td>244,015,811</td>
<td>249,482,279</td>
<td>248,909,804</td>
<td>247,909,604</td>
<td>248,815,068</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>37,344,667</td>
<td>28,231,958</td>
<td>29,269,546</td>
<td>26,355,302</td>
<td>22,266,523</td>
<td>14,362,301</td>
</tr>
<tr>
<td>Contributions/Trnsfrs</td>
<td>50,398,835</td>
<td>53,747,548</td>
<td>57,138,288</td>
<td>60,766,360</td>
<td>67,663,133</td>
<td>70,249,481</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>328,135,757</td>
<td>325,995,317</td>
<td>335,890,113</td>
<td>336,031,466</td>
<td>337,839,260</td>
<td>333,426,850</td>
</tr>
<tr>
<td><strong>Surplus/(Deficit)</strong></td>
<td>10,275,898</td>
<td>10,982,789</td>
<td>3,100,507</td>
<td>3,930,593</td>
<td>1,369,421</td>
<td>6,407,746 *</td>
</tr>
<tr>
<td><strong>Beginning Balance</strong></td>
<td>33,727,329</td>
<td>35,447,703</td>
<td>35,447,703</td>
<td>35,447,703</td>
<td>35,447,703</td>
<td>35,447,703</td>
</tr>
<tr>
<td><strong>Ending Balance</strong></td>
<td>44,003,227</td>
<td>46,430,492</td>
<td>38,548,210</td>
<td>39,378,296</td>
<td>36,817,124</td>
<td>41,855,449 **</td>
</tr>
<tr>
<td>Designated</td>
<td>10,054,350</td>
<td>12,248,077</td>
<td>10,357,000</td>
<td>10,357,000</td>
<td>11,648,834</td>
<td>15,685,618 **</td>
</tr>
<tr>
<td>Undesignated</td>
<td>33,948,877</td>
<td>34,182,415</td>
<td>28,191,210</td>
<td>29,021,296</td>
<td>25,168,290</td>
<td>26,169,831</td>
</tr>
</tbody>
</table>

* $3.86 million of the surplus is due to under spending of the Supplemental Grant
** $5.28 million of the Ending Balance is designated to the Supplemental Grant
# Budget Act
## 2016-17 – All Funds

<table>
<thead>
<tr>
<th>FUND</th>
<th>Beginning Balance</th>
<th>Revenues</th>
<th>Expenses</th>
<th>Transfers Out/(In)</th>
<th>Surplus/(Deficit)</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental</td>
<td>5,279,217</td>
<td>26,849,719</td>
<td>32,128,936</td>
<td></td>
<td>(5,279,217)</td>
<td></td>
</tr>
<tr>
<td>Other Unrestricted</td>
<td>36,576,231</td>
<td>265,709,643</td>
<td>261,689,545</td>
<td>493,631</td>
<td>3,526,467</td>
<td>40,102,698</td>
</tr>
<tr>
<td>Total Unrestricted</td>
<td>41,855,448</td>
<td>292,559,362</td>
<td>293,818,481</td>
<td>493,631</td>
<td>(1,752,750)</td>
<td>40,102,698</td>
</tr>
<tr>
<td>Total Restricted</td>
<td>41,126,973</td>
<td>134,058,874</td>
<td>148,630,402</td>
<td>1,613,666</td>
<td>(16,185,194)</td>
<td>24,941,779</td>
</tr>
<tr>
<td><strong>GENERAL FUND</strong></td>
<td><strong>82,982,421</strong></td>
<td><strong>426,618,236</strong></td>
<td><strong>442,448,833</strong></td>
<td><strong>2,107,297</strong></td>
<td><strong>(17,937,944)</strong></td>
<td><strong>65,044,477</strong></td>
</tr>
<tr>
<td>Charter Schools</td>
<td>16,367,386</td>
<td>50,908,007</td>
<td>48,976,307</td>
<td>266,274</td>
<td>1,665,426</td>
<td>18,032,812</td>
</tr>
<tr>
<td>SPED (SELPA)</td>
<td>-</td>
<td>637,783</td>
<td>-</td>
<td>637,783</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Adult Education</td>
<td>1,727,013</td>
<td>2,865,039</td>
<td>4,065,489</td>
<td>195,431</td>
<td>(1,395,881)</td>
<td>331,132</td>
</tr>
<tr>
<td>Child Development</td>
<td>925,585</td>
<td>17,869,968</td>
<td>18,160,921</td>
<td>(300,000)</td>
<td>9,047</td>
<td>934,632</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>2,259,001</td>
<td>14,766,634</td>
<td>14,817,776</td>
<td>13,550</td>
<td>(64,692)</td>
<td>2,194,309</td>
</tr>
<tr>
<td>Deferred Maintenance</td>
<td>799,271</td>
<td>-</td>
<td>2,799,271</td>
<td>(2,000,000)</td>
<td>(799,271)</td>
<td>0</td>
</tr>
<tr>
<td><strong>SPECIAL REVENUE</strong></td>
<td><strong>22,078,257</strong></td>
<td><strong>87,047,431</strong></td>
<td><strong>88,819,764</strong></td>
<td><strong>(1,186,962)</strong></td>
<td><strong>(585,371)</strong></td>
<td><strong>21,492,886</strong></td>
</tr>
<tr>
<td>Building</td>
<td>90,161,265</td>
<td>1,668,752</td>
<td>70,504,788</td>
<td>(125,282,552)</td>
<td>56,446,516</td>
<td>146,607,781</td>
</tr>
<tr>
<td>Capital Facilities</td>
<td>1,977,346</td>
<td>1,201,000</td>
<td>213,087</td>
<td>-</td>
<td>987,913</td>
<td>2,965,259</td>
</tr>
<tr>
<td>Special (Prop 39)</td>
<td>3,285,785</td>
<td>1,461,208</td>
<td>2,831,767</td>
<td>-</td>
<td>(1,370,559)</td>
<td>1,915,226</td>
</tr>
<tr>
<td><strong>CAPITAL PROJECTS</strong></td>
<td><strong>95,424,396</strong></td>
<td><strong>4,330,960</strong></td>
<td><strong>73,549,642</strong></td>
<td><strong>(125,282,552)</strong></td>
<td><strong>56,063,870</strong></td>
<td><strong>151,488,266</strong></td>
</tr>
<tr>
<td><strong>SELF INSURANCE</strong></td>
<td><strong>10,926,739</strong></td>
<td><strong>19,888,397</strong></td>
<td><strong>19,339,962</strong></td>
<td>-</td>
<td><strong>548,435</strong></td>
<td><strong>11,475,174</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>211,411,813</strong></td>
<td><strong>537,885,024</strong></td>
<td><strong>624,158,251</strong></td>
<td><strong>(124,362,217)</strong></td>
<td><strong>38,088,990</strong></td>
<td><strong>249,500,803</strong></td>
</tr>
</tbody>
</table>
## Budget Act
### 2016-17 – Unrestricted General Fund

<table>
<thead>
<tr>
<th></th>
<th>Adopted Budget</th>
<th>Budget Act</th>
<th>1st Interim</th>
<th>2nd Interim</th>
<th>Estimated Actuals</th>
<th>Unaudited Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues</td>
<td>342,112,096</td>
<td>341,579,619</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries/Benefits</td>
<td>263,289,432</td>
<td>264,092,178</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>26,344,149</td>
<td>29,726,303</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions/Trnsfrs</td>
<td>48,924,630</td>
<td>49,513,888</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>338,558,211</strong></td>
<td><strong>343,332,369</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surplus/(Deficit)</td>
<td>3,553,885</td>
<td>(1,752,750)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Balance</td>
<td>36,817,124</td>
<td>41,855,449</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Balance</td>
<td>40,371,009</td>
<td>40,102,699</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10,682,000</td>
<td>10,982,001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated</td>
<td>29,689,009</td>
<td>29,120,698</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The Supplemental Grant has a budgeted deficit of $5.28 million, taking its reserve to $0; the remaining portion of the Unrestricted General Fund has a surplus of $3.5 million.*
Next Steps

• Continue to monitor local, state, national and global economies.
• Review the details of the state budget act.
• Revise budget assumptions to align with most current information and guidance from regional and state leaders (Proposition 55).
• Continue to build system-wide understanding, strategically align resources to goals, and identify cost-saving measures.
Conclusion

Special Thanks to the Accounting and Budget Departments
SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

MEETING DATE: 09/13/16

SUBJECT: LCAP Annual Update - Final

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent requests that the board discuss the final version of the Annual Update of the Local Control Accountability Plan for 2015-16.

RATIONALE/BACKGROUND:
Beginning in 2013-14, California school districts began receiving funds under the new Local Control Funding Formula (LCFF). The LCFF was accompanied by regulations requiring each local education agency and charter school to develop a Local Control and Accountability Plan (LCAP) in collaboration with internal and external stakeholders. The LCAP demonstrates how a district’s goals will be met through a set of actions and services, how resources have been allocated in support of the goals, and how related student outcomes in the eight state priority areas will be measured. The second cycle of the LCAP was implemented in 2015-16 and a preliminary version of the Annual Update was discussed at the June 14, 2016 board meeting. This report is intended to close the cycle with an examination of unaudited actual expenditures and measurable outcome data.

PREVIOUS STAFF/BOARD ACTION:
Board Review of Preliminary Annual Update: 6/14/16
Board Adoption of 2016-2019 LCAP: 6/28/16
Superintendent’s Cabinet: 09/05/16

FINANCIAL DATA:
Unaudited Actuals $258,543,701
Various Fund (LCFF Base, LCFF supplemental, Title 1, etc.)
Ongoing: [✓] This Year Only: [☐]

PREPARED BY: Donna L. O’Neil, Ed.D., Associate Superintendent, Schools and Student Support
Susan Green, Director, Assessment, Evaluation and Planning
Tia Taylor, LCAP Specialist

APPROVED BY: Kent Kern, Superintendent of Schools

(dlo)
Local Control and Accountability Plan
2015-16 Annual Update - Final

Presented to
San Juan Unified Board of Education
September 13, 2016

Agenda

• LCAP cycle
• Year End Reporting
  – Actions/Services through June 30
  – Unaudited Actual Expenditures
  – Final Measurable Outcomes
• Next steps
Action/Service Updates

- Professional development
  - Late spring
  - Early summer
- Summer School
- Updated formative measures
LCAP’s Integration of Resources

LCAP illustrates how multiple funding sources are used together to support improved outcomes in the priority areas.

Use of Resources (All) in LCAP

Funds shown in graph $30,309,656
Cost of core staff/GSA $228,234,045 (not included in graph)

Note: Certificated/classified salaries include positions, substitutes, and extra assignment included in LCAP.
LCFF Supplemental – Budget vs Actual

State Priority Areas

Measures within the priority areas include:
- State prescribed and defined
- State prescribed but locally defined
- Locally prescribed and defined
### State Priority Areas

#### CONDITIONS FOR LEARNING

<table>
<thead>
<tr>
<th>ALL STUDENTS</th>
<th>TARGETED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Assessment Program (p. 31)</td>
<td>Baseline Set in 15-16</td>
</tr>
<tr>
<td>Adv. Placement: 12 Graders (p. 31)</td>
<td>GOAL: Grow 3% Target Not Met</td>
</tr>
<tr>
<td>A-G and/or CTE Completion* (p. 32)</td>
<td>GOAL: Grow 3% Target Met</td>
</tr>
</tbody>
</table>

* A-G & CTE completion is a lagging indicator: Results are for the class of 2014-15

### State Priority Areas

#### ENGAGEMENT

<table>
<thead>
<tr>
<th>ALL STUDENTS</th>
<th>TARGETED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rates (p. 38)</td>
<td>GOAL: Decrease 2% Target Not Met</td>
</tr>
<tr>
<td>Chronic Absence (p. 30)</td>
<td>GOAL: Decrease 1% Target Not Met</td>
</tr>
<tr>
<td>Graduation Rate* (p. 22)</td>
<td>GOAL: Grow 3% Target Not Met</td>
</tr>
</tbody>
</table>

* Graduation Rate Lagging Indicator: Results are for the class of 2014-15
## State Priority Areas

### Pupil Outcomes

<table>
<thead>
<tr>
<th>Text Level (p. 1)</th>
<th>GOAL: Grow 10%</th>
<th>Target Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP: ELA (p. 1)</td>
<td>GOAL: Grow 5%</td>
<td>Target Not Met</td>
</tr>
<tr>
<td>CAASPP: Math (p. 3)</td>
<td>GOAL: Grow 3%</td>
<td>Target Not Met</td>
</tr>
</tbody>
</table>

### Targeted Groups

- Low Income: Not Met
- English Learners: Not Met
- Foster Youth: Not Met

### English Learners

| EL Growth (p. 2) | GOAL: Grow 3% | Target Not Met |
| EL Students < 5 Years | GOAL: Grow 4% | Target Met |
| Long Term EL (>5 Years): | Met |
| EL Students 5+ years | GOAL: 6% | RESULT: Target Not Met |

## Next Steps

- Define scope of new local metrics
- Review/rebench metrics as needed
- Review site funding allocations
- Refine progress monitoring and allocations (budget, actions & metrics) throughout the year
- Increase stakeholder engagement throughout the year
- Incorporate new LCAP template and evaluation rubric

### Mid-Year Update

- February 28, 2017
**2015-16 Annual Update - Final**

**Goal 1:** Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

**Focus 1:** Provide professional development and support for quality first instruction leading to increased student learning using research-based and culturally responsive instructional practices.

### Original GOAL from prior year LCAP:
- **Goal 1**
- **Focus 1**

### Expected Annual Measurable Outcomes:

1. **1.1.a Standards:** 100% of teachers trained in intermediate applications of Common Core State Standards (CCSS), English Language Development (ELD) standards, and Next Generation Science Standards (NGSS) as applicable to their grade/content.

2. **1.1.b ELA Proficiency Rates (K-2 Text level):** Increase percent of students reading at/above grade level by 10% (to at least 90%).

   **Percent At/Above Grade Level Targets**
   - **All:** 60.8
   - **EL:** 39.6
   - **LI:** 49.6
   - **FY:** 44.1
   - **AA:** 48.9
   - **HI:** 48.9
   - **WH:** 68.1
   - **RF:** 90.0
   - **SD:** 51.7

3. **1.1.c English Language Arts (ELA) Proficiency Rates (K-2 Text level):** Increase the percent of students reading at/above grade level to at least 25% at every school.

4. **1.1.d ELA Proficiency Rates:** Increase percent of students reading at/above grade level as measured by the Measure of Academic Progress (MAP) (aligned to Smarter Balanced Assessment). Baseline results will be set in 2015-2016.

### Actual Annual Measurable Outcomes:

1. **1.1.a All TK-12th grade teachers were provided the opportunity to receive professional learning in English language development standards. All TK-6th grade and 6th-12th grade math teachers were provided the opportunity to receive professional learning in the CCSS mathematics standards and practices.

2. **1.1.b At the end of trimester 3, the district decreased the percent of students at/above grade level from last year by 6.1%, and did not meet the goal (10% increase). Decreases were noted for English learners (6.2%), low income students (6.3%), and foster youth students (7.8%).

   **Percent At or Exceeding Grade Level**
   - **All:** 37.5
   - **EL:** 5.9
   - **LI:** 23.2
   - **FY:** 11.4
   - **AA:** 18.9
   - **HI:** 24.0
   - **WH:** 43.7
   - **RF:** 41.6
   - **SD:** 9.1

### Related State and/or Local Priorities:
- 1, 2, 3, 4, 5, 6, 7, 8, __
- COE only: 9, 10
- Local: Specify Integrated Math 1 by grade 9
1.1.e ELA Proficiency Rates (Gr. 10): Increase rate of students scoring proficient on the California High School Exit Exam (CAHSEE) in grade 10 by at least 3% (to >85%).

1.1.f ELA Proficiency Rates (Gr. 3-8, 11): Set baseline levels during the 2014-2015 year. Increase the percent of students at or above grade level on California Assessment of Student Performance and Progress (CAASPP by 5% (to at least 90%) in the 2015-2016 school year.

Percent At/Exceed Grade Level Targets (2015-2016)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.2</td>
<td>7.6</td>
<td>29.1</td>
<td>20.3</td>
<td>26.0</td>
<td>30.9</td>
<td>52.2</td>
<td>46.5</td>
<td>13.7</td>
<td></td>
</tr>
</tbody>
</table>

1.1.g EL Development: Increase percent of English learners (ELs) growing 1+ California English Language Development Test (CELDT) level by 3% (to state target).

1.1.h Proficiency on CELDT: Increase rate of students scoring fluent on CELDT by 6% (enrolled 5 or more years) or 4% (enrolled fewer than 5 years) (to the state target).

Percent Scoring Proficient on CELDT Targets

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Fewer than 5 Years</th>
<th>Enrolled 5 or more years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.5</td>
<td>49.2</td>
</tr>
</tbody>
</table>

1.1.i EL Reclassification: Increase percent of ELs reclassified by 3% and long-term English learners (LTELs) by 5% (to 30%).

Percent Reclassified Targets

<table>
<thead>
<tr>
<th></th>
<th>English Learners</th>
<th>Long Term English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.2%</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

1.1.j Math Proficiency Rates (K-2): Set baseline levels of performance on targeted assessments.

1.1.k Math Proficiency Rates (Gr. 3-9): Increase percent of students proficient in math as measured by MAP. Baseline results will be set in 2015-2016.

1.1.e CAHSEE was suspended by the state.

1.1.f The baseline result (2014-2015) for the district overall was 41.2%. In 2015-2016, the percentage of students achieving standard met or standard exceeded on CAASPP ELA increased by 4.1%, but did not the goal of a 5% increase. English learners (1.4), low-income students (3.3) and foster youth students (2.8) achieved increases but did not meet the goal.

Percent Met/Exceed Standard (Growth from 14-15)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.3</td>
<td>4.0</td>
<td>27.4</td>
<td>18.1</td>
<td>24.2</td>
<td>29.8</td>
<td>52.2</td>
<td>49.0</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>(4.1)</td>
<td>(1.4)</td>
<td>(3.3)</td>
<td>(2.8)</td>
<td>(3.2)</td>
<td>(3.9)</td>
<td>(5.0)</td>
<td>(8.8)</td>
<td>(2.6)</td>
<td></td>
</tr>
</tbody>
</table>

1.1.g The percentage of students demonstrating growth on CELDT decreased 2.5%, which did not meet the goal of a 3% increase.

1.1.h The district did not meet the goal for students enrolled 5 or more years, but did meet the goal for students enrolled fewer than 5 years.

Percent Scoring Proficient on CELDT Targets (gain from 2014-2015)

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Fewer than 5 Years</th>
<th>Enrolled 5 or more years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22.2</td>
<td>38.2</td>
</tr>
<tr>
<td></td>
<td>(4.7)</td>
<td>(-0.9)</td>
</tr>
</tbody>
</table>

1.1.i The district met the goal for both English learners (increased by 5.6%) and long-term English learners (increase by 6.5%).

Percent Reclassified (2015-2016)

<table>
<thead>
<tr>
<th></th>
<th>English Learners</th>
<th>Long Term English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15.8%</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

1.1.j This assessment is still under development.
1.1.l Math Proficiency Rates (Gr. 10): Increase rate of students proficient on CAHSEE math in grade 10 by at least 3% (to >85%).

1.1.m Math Proficiency Rates (Gr. 3-8, 11): Set baseline levels during the 2014-2015 year. Increase the percent of students at or above grade level on CAASPP by 5% (to at least 90%) in the 2015-2016 school year.

Percent At/Exceed Grade Level Targets (2015-2016)

<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.0</td>
<td>9.0</td>
<td>21.8</td>
<td>13.1</td>
<td>16.0</td>
<td>21.7</td>
<td>42.7</td>
<td>37.1</td>
<td>13.0</td>
</tr>
</tbody>
</table>

1.1.n Integrated Math 1 by Grade 9: Increase rate of students successfully completing Integrated Math 1 (IM1) by the end of grade 9 by 8% (for African American students, English learners, foster youth, students w/disabilities) and for all other groups by 5% (to >85%).

Target Percentages

<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.3</td>
<td>30.9</td>
<td>53.2</td>
<td>36.2</td>
<td>49.6</td>
<td>51.6</td>
<td>72.9</td>
<td>72.2</td>
<td>28.3</td>
</tr>
</tbody>
</table>

1.1.o Standards: Increase implementation of Common Core (ELA and math), ELD, and NGSS standards by 20%.

Percent Implementing Targets

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>ELD</th>
<th>NGSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.0</td>
<td>70.0</td>
<td>34.0</td>
<td>31.0</td>
</tr>
</tbody>
</table>

1.1.p Materials: Maintain 100% sufficiency with instructional materials.

1.1.q Access: Ensure increased balance of full course of study for all elementary students by maintaining >95% for all students and targeted groups.

1.1.k The proficiency levels of this assessment were changed to align to the Smarter Balanced Assessment so comparisons cannot be made to last year’s data.

<table>
<thead>
<tr>
<th>Percent At or Exceeding Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>36.7</td>
</tr>
</tbody>
</table>

1.1.l CAHSEE was suspended by the state.

1.1.m The baseline result (2014-2015) for the district overall was 32.0%. In 2015-2016, the percentage of students achieving standard met or standard exceeded on CAASPP math increased by 3.3%, but did not meet the goal of a 5% increase. English learners (2.0) and low-income students (3.2) achieved increases but did not meet the goal. Foster youth students decreased by 1.8%.

Percent Met/Exceed Standard (Growth from 14-15)

<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.3</td>
<td>6.0</td>
<td>20.0</td>
<td>6.3</td>
<td>13.4</td>
<td>20.4</td>
<td>41.8</td>
<td>35.8</td>
<td>8.8</td>
</tr>
<tr>
<td>(3.3)</td>
<td>(2.0)</td>
<td>(3.2)</td>
<td>(-1.8)</td>
<td>(2.4)</td>
<td>(3.7)</td>
<td>(4.1)</td>
<td>(3.7)</td>
<td>(0.8)</td>
</tr>
</tbody>
</table>

1.1.n At the end of the year, the percent of students passing IM1 by the end of grade 9 decreased by 1.2%. This did not meet the goal of a 5% increase. English learner students met the goal, but foster youth and low-income students did not.

% Completing IM1 by end of grade 9 (growth from spring 2015)

<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.1</td>
<td>39.5</td>
<td>46.8</td>
<td>30.0</td>
<td>36.1</td>
<td>50.6</td>
<td>65.8</td>
<td>67.2</td>
<td>26.0</td>
</tr>
<tr>
<td>(-1.2)</td>
<td>(16.2)</td>
<td>(-1.4)</td>
<td>(1.9)</td>
<td>(-5.5)</td>
<td>(4.2)</td>
<td>(-2.1)</td>
<td>(0.1)</td>
<td>(4.7)</td>
</tr>
</tbody>
</table>

1.1.o The district met the goal to increase implementation of standards for ELA and mathematics. The district did not meet the goal for ELD standards (18% increase) and NGSS (9% increase).

Percent Implementing (growth from 2014-2015)

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>ELD</th>
<th>NGSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.0</td>
<td>78.0</td>
<td>32.0</td>
<td>20.0</td>
</tr>
<tr>
<td>(22.0)</td>
<td>(28.0)</td>
<td>(18.0)</td>
<td>(9.0)</td>
</tr>
</tbody>
</table>

1.1.p The district maintained 100% sufficiency.
### 1.1.r Qualified Teachers: 5 fewer teachers NOT highly qualified.

### 1.1.s Mis-assigned Teachers: 4 fewer teachers mis-assigned.

**Abbreviations:** All (all students), EL (English learner students), LI (low income students), FY (foster youth students), AA (African American students), HI (Hispanic/Latino students), WH (white students), RF (reclassified fluent English students), and SD (students with disabilities)

---

**LCAP Year: 2015-16**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16.1.1.1 CCSS TK-1 reading instruction to include fluency, phonics, word recognition, phonological awareness, print concepts, and a range of reading/text complexity.</strong></td>
<td><strong>$427,200</strong>&lt;br&gt;Title I (PLI)&lt;br&gt;$124,146&lt;br&gt;LCFF Base&lt;br&gt;1000:$144,385&lt;br&gt;3000:$13,961&lt;br&gt;4000:$1,000&lt;br&gt;5000:$392,000</td>
<td><strong>16.1.1.1 Approximately 101 TK-1st grade teachers have participated in eight half-day trainings focused on building teacher skills in using assessed student needs to design Guided Reading, Shared Reading, and Interactive Writing lessons. Roughly half of the participating teachers attended a two-day launch training in August. Additionally, 23 site administrators attended two half-day administrator trainings and one after-school leadership meeting.</strong></td>
<td><strong>$448,513</strong>&lt;br&gt;Title I (PLI)&lt;br&gt;1000:$69,584&lt;br&gt;3000:$7,161&lt;br&gt;5000:$371,768&lt;br&gt;Lower guest teacher use reduced costs.</td>
</tr>
<tr>
<td><strong>Scope of service:</strong> Arlington Heights, Cambridge Heights, Carmichael, Carriage, Del Paso Manor, Deterding, Dewey, Dyer-Kelly, Gold River, Kingswood, Legette, Lichen, Mariemont, Northridge, Oakview, Pershing, Peck, Schweitzer, Skycrest, Starr King, Trajan, Twin Lakes, Woodside</td>
<td><strong>Scope of service:</strong></td>
<td><strong>OR:</strong>&lt;br&gt;<strong>Low Income pupils</strong> English Learners&lt;br&gt;<strong>Foster Youth</strong> Redesignated fluent English proficient&lt;br&gt;<strong>Other Subgroups:(Specify)</strong>________</td>
<td><strong>OR:</strong>&lt;br&gt;<strong>Low Income pupils</strong> English Learners&lt;br&gt;<strong>Foster Youth</strong> Redesignated fluent English proficient&lt;br&gt;<strong>Other Subgroups:(Specify)</strong>________</td>
</tr>
</tbody>
</table>

| **16.1.1.2 Develop/support elementary teachers’ instructional practices to ensure all students can actively read text in a** | **$614,720**<br>Title I (PLI) | **16.1.1.2 Approximately 242 TK-6th grade teachers have participated in seven half-day trainings focused on building** | **$672,769**<br>Title I (PLI) |

---

1.1.q The district met the goal overall and for all groups.

1.1.r The district had 45 teachers who did not meet the highly qualified criteria. The district did not meet the goal of 16 or fewer.

1.1.s The district had 23 sites with teachers teaching outside of their qualifications. The district did not meet the goal of 7 or fewer.
A manner that promotes a deeper understanding of print as called for in CCSS (Critical Literacy Years 2-4).

$105,777

LCFF Base

1000:$84,000

3000:$8,126

5000:$628,371

Teacher skills in developing productive thinking-dispositions within students through an enriched understanding and interpretation of text. Roughly 20 teachers attended a two-day launch training in August. Additionally, 17 site administrators attended six half-day administrator trainings and four after-school leadership meetings.

Scope of Service:

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

$105,400

LCFF Supp

5000:$105,400

16.1.1.5 This year’s training built on year one by adding 120 additional TK-8th grade teachers as well as a half-day principal training and follow-up unit planning, strategy.

16.1.1.6 37 secondary teachers (15 high school and 22 middle school) and three Title I coaches have attended two days of professional learning in close reading and/or two days of professional learning in text-based writing. Fifteen of those teachers and all three coaches have participated in lesson study, which is focused on the implementation of close reading and text-based writing practices in the classroom.

Scope of Service:
- All secondary schools

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

$141,378

LCFF Base

1000:$104,376

2000:$1,741

3000:$13,921

4000:$1,386

5000:$21,958

16.1.1.7 Due to the expressed needs of teachers, we expanded content work to include middle school teachers (from K-8 schools) in some work around adolescent learning. 22 teachers participated in this professional learning. Currently, 2 teachers are writing a unit to extend and support the learning. The unit will be shared with all middle school teachers through our Schoology resources.

Scope of Service:
- All secondary schools

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

$130,982

LCFF Supp

$150,000

16.1.1.6 Train teachers and support staff on Guided Language Acquisition Design (GLAD) in support of English learners; provide follow up throughout the year.

$182,800

LCFF Base

1000:$49,000

3000:$4,741

5000:$129,059

16.1.1.4 Due to the expressed needs of teachers, we expanded content work to include middle school teachers (from K-8 schools) in some work around adolescent learning. 22 teachers participated in this professional learning. Currently, 2 teachers are writing a unit to extend and support the learning. The unit will be shared with all middle school teachers through our Schoology resources.

Scope of Service:
- All secondary schools

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

$35,000

LCFF Base (PLI)

1000:$12,000

3000:$2,464

5000:$20,536

16.1.1.4 Studying, using, and evaluating CCSS-aligned history and literacy standards within social science courses (40 secondary teachers)

Scope of Service:
- All secondary schools

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)
16.1.1.6 Train teachers, administrators, and instructional-based classified staff on the ELA/ELD framework, ELD standards, and instructional strategies that support language acquisition.

$1,644,443

LCFF Supp

1000:$1,357,800
2000:$60,606
3000:$205,566
5000:$20,463

Initial plan did not reflect federal dollars for this action.

16.1.1.7 Train staff in extended day programs on strategies in support of English learners (e.g., GLAD).

$20,000

LCFF Supp

1000:$13,000
2000:$3,000
3000:$2,491
4000:1,509

Cost included in 1.1.6

16.1.1.8 Ensure all English learners are receiving Designated ELD classes at schools with departmentalized schedules.

$1,024,332

LCFF Supp

16.1.1.8 13.67 FTE were added at K-8, middle, and high schools. Master schedules and ELD schedules were

$1,139,722

LCFF Supp

Scope of service: All schools

__ALL

OR:
__Low Income pupils  _X_ English Learners
__Foster Youth  X  Redesignated fluent English proficient
X  Other Subgroups:(Specify) Long Term English Learners
(LTELs)

Scope of service: All schools

__ALL

OR:
__Low Income pupils  _X_ English Learners
__Foster Youth  X  Redesignated fluent English proficient
X  Other Subgroups:(Specify) Long Term English Learners
(LTELs)
<table>
<thead>
<tr>
<th>Description</th>
<th>1000</th>
<th>3000</th>
<th>317,848</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Materials (PLI)</td>
<td>$731,979</td>
<td>$292,353</td>
<td>$149,755</td>
</tr>
<tr>
<td>Employee costs changed due to negotiated increases. Material costs were not reflected in initial plan.</td>
<td></td>
<td></td>
<td>$682</td>
</tr>
<tr>
<td>Material costs were not reflected in initial plan.</td>
<td></td>
<td></td>
<td>$17,726</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$883</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$148,802</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fewer teachers than expected participated which reduced expenses.</td>
</tr>
</tbody>
</table>

**Scope of service:** K-8, middle, and high schools

**OR:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

**16.1.1.9 Implement CCSS-aligned mathematics materials for all elementary and secondary (as appropriate) classrooms with appropriate professional learning support for teachers, classified support staff, extended day staff, and administrators.**

- LCFF Base (PLI)
- 1000: $356,620
- 3000: $43,000
- 5000: $143,280

**No additional cost**

**16.1.1.10 Provide Common Core math resources to parents/guardians online and/or hard copy to increase support at home.**

**Scope of service:** All schools

**OR:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

**16.1.1.9 In the fall, new materials, training, and professional development were completed serving 261 elementary, middle, and high school teachers, including principals. 90 instructional assistants participated in after-school Common Core math professional learning. During the year 274 TK-high school teachers participated in full-day grade-level math professional learning to deepen their knowledge/skills, and content-specific professional learning was offered in after-school sessions. School site walkthroughs have occurred to observe math instructional practices: 7 elementary with 36 site/district administrators, 1 middle school with 14 site/district administrators, and 1 high school with 19 site/district administrators.**

- LCFF Base (PLI)
- 1000: $149,755
- 2000: $682
- 3000: $17,726
- 4000: $883
- 5000: $148,802

**No Cost**

**16.1.1.10 Common Core (CC) Family Elementary Math Nights occurred at 4 school sites: Mission Avenue Open (December, 85 parents), Greer (January, 20 families), Orangevale (February, 47 families), and Legette (March, 10 families). Family Math Common Core math website pages are updated with parent/guardian resources, and CC Family Night Kits are available on the district math website page.**

**Scope of service:** All schools

**OR:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)
<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Scope of service</th>
<th>Cost Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.1.11 California State University at Sacramento (CSUS) Math (20 secondary teachers): Develop CCSS mathematics curriculum and CCSS-aligned math courses that integrate science, technology, engineering, and math (STEM) learning.</td>
<td>Middle and high schools</td>
<td>$27,000 LCFF Base (PLI) 1000: $24,620 3000: $2,380</td>
</tr>
<tr>
<td>16.1.1.12 Maintain first-year positions in support of implementation of new California standards.</td>
<td>All schools</td>
<td>$272,134 LCFF Supp 1000: $207,118 3000: $65,016</td>
</tr>
<tr>
<td>16.1.1.13 Maintain at least 5 Teachers on Special Assignment (TOSAs) to provide support to schools in instructional practice, assessment, and curriculum aligned to new standards.</td>
<td>All schools</td>
<td>$499,200 Title II (PLI) 1000: $364,134 3000: $135,066</td>
</tr>
<tr>
<td>16.1.1.14 Continue to provide central support for implementation of ELD standards (in conjunction with ELA) and development of high-quality instructional materials.</td>
<td>All schools</td>
<td>$369,956 LCFF Supp 1000: $264,621 3000: $105,335</td>
</tr>
</tbody>
</table>

In this 2nd year of a 3 year professional development grant, 26 teacher volunteers participated in a 2-week summer intensive training, 3 evening sessions, and 2 lesson study cycles, focused on integration of math, questioning techniques, and engineering practices to increase student achievement. Each participant received coaching.
the use of language development strategies across classrooms (TK-6), including support of GLAD-trained teachers.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><em>ALL</em></strong></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils  <em>X</em> English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth  <em>X</em> Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>X_ Other Subgroups:(Specify)__ Long Term English Learners (LTELs)</td>
<td></td>
</tr>
</tbody>
</table>

16.1.1.15 CSUS Expository Reading and Writing Course: Continue to support instruction of critical high school and middle school CCSS reading/writing standards and implement an Expository Reading and Writing Course (ERWC) for high school seniors.

- **$7,000**
  - LCFF Base (PLI)
  - 5000:$7,000

16.1.1.15 13 teachers have participated in 4 days of professional learning. They have co-planned a unit and analyzed student work from that unit. They have also created common assessments, which they administered and collaboratively scored. Semester 1 course grades from the 12th grade teachers involved in this professional learning are as follows (414 students): A: 38.2%; B: 30%; C: 19.8%; D: 8.5%; F: 3.6%; 87.9% of students achieved a C or better.

- **$6,964**
  - LCFF Base (PLI)
  - 1000:$4,070
  - 3000:$394
  - 5000:$2,500

Scope of service: Bella Vista, Del Campo, El Camino, Encina, Rio Americano, San Juan

16.1.1.16 Increase teacher-created/identified supplemental instructional materials housed in Schoology (Learning Management System) with access by all grades and content areas.

- **$133,000**
  - LCFF Base (TS)
  - 5000:$133,000

16.1.1.16 In December the district made available CCSS-aligned instructional materials and resources in a variety of subject areas and grade levels, including ELA, math, social science, and science, in Schoology, an online platform available to teachers both at home and at work.

- **$31,975**
  - LCFF Base (TS)
  - 5000:$31,975
  - Portion of cost ($100,000) pre-paid in 2014-15

Scope of service: All schools

16.1.1.17 Continue secondary CCSS unit planning and assessment for learning training (grades 6-12).

- **$50,000**
  - LCFF Base (PLI)
  - 1000:$39,200
  - 3000:$3,800

16.1.1.17 Fall secondary principal trainings have focused on developing Professional Learning Communities (PLCs) at sites with a focus on common assessment development and

- **$25,790**
  - LCFF Base (PLI)
  - 5000:$25,790
<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All middle and high schools</th>
<th>data conversations. Spring secondary trainings have continued this focus.</th>
<th>Costs were absorbed in regular expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> ALL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other Subgroups:(Specify)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5000: $7,000

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All middle and high schools</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> ALL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other Subgroups:(Specify)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| OR: | | | |
| _Low Income pupils_ _English Learners_ _Foster Youth_ _Redesignated fluent English proficient_ _Other Subgroups:(Specify)_ | | | |

16.1.1.18 Develop, expand, and calibrate use of common assessments; identify pilot schools. $24,372

LCFF Base (AEP)
1000: $18,600
3000: $1,935
4000: $3,837

16.1.1.18 The district has begun the work on the K-2 math common assessment. A team of approximately 20 K-2 teachers developed questions to be piloted in the fall 2016. Additionally, in June, a group of 20 middle and high school mathematics teachers worked on the development of site common assessments for IM1 and Common Core (CC) Math 6, Math 7 and CC Math 8. The district has introduced the Smarter Balanced Assessment Consortium (SBAC) interim assessments to teachers for use with their students. (To date 4,874 interim block tests have been taken.) $26,747

LCFF Base (AEP)
1000: $23,555
3000: $3,192

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Elementary schools TBA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> ALL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other Subgroups:(Specify)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| OR: | | | |
| _Low Income pupils_ _English Learners_ _Foster Youth_ _Redesignated fluent English proficient_ _Other Subgroups:(Specify)_ | | | |

16.1.1.19 Determine model of middle school science courses/curriculum aligned to Common Core/NGSS. No additional cost

16.1.1.19 A K-12 Science TOSA position was filled in February to help facilitate informational meetings with teachers and administrators to determine a recommendation of a model for middle grades science. Collaboration with West Ed/K-12 Alliance to co-facilitate meetings with teachers and administrators is planned. Cost is included in 16.1.1.13

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>K-8 and middle schools</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> ALL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other Subgroups:(Specify)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| OR: | | | |
| _Low Income pupils_ _English Learners_ _Foster Youth_ _Redesignated fluent English proficient_ _Other Subgroups:(Specify)_ | | | |

Scope of service: K-8 and middle schools | | | |
16.1.1.20 Provide highly effective certificated and classified staff who support all schools.

16.1.1.22 Provide Peer Assistance and Review/Beginning Teacher Support and Assessment (PAR/BTSA) services for teachers.

16.1.1.23 Complete training plan for teachers designated as not “highly qualified.”

16.1.1.24 Support teacher understanding of use of data and evidence to improve student learning.

16.1.1.20 Staffing for school sites and departments is based on board-approved staffing standards as well as departmental allocations. Due to factors including retirements, class size reduction, and normal attrition, over 200 staff were hired early in the year, and open positions continue to be filled during the year.

16.1.1.22 There are currently 8.5 Consulting Teachers (CTs), 40 site coaches, and 1 intern support specialist supporting over 200 new teachers hired this year as well as 2nd year teachers and those teaching in peer assistance.

16.1.1.23 For the 2015-16 school year, we had 49 teachers designated as not highly qualified. This high number was due in large part to the teacher shortage. As of June 30, 2016, 6 of the 45 teachers passed subject matter competency allowing them to be classified as highly qualified and 9 of the 45 teachers are no longer working for the district. Changes to federal regulations effective in the 2016-17 school year have significantly modified the definition of highly qualified teacher, which will decrease the number of teachers currently designated as not highly qualified. We will continue to recruit fully credentialed teachers as our top priority.

16.1.1.24 Assessment staff has been working with sites and individual teachers on the use of the CAASPP data, fall/winter MAP data, and Text Level data (20 individual sites and a total 365 teachers) and the SBAC interim assessments (198 staff).

Scope of service: All schools

_X_ALL

OR:

__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)

16.1.1.25 Pilot a System of Professional Growth (SPG) designed to foster reflective practitioners who are continuously improving teacher practice in order to increase student learning. Begin by identifying pilot schools.

16.1.1.25 Seven schools (2 high schools, 1 middle school, and 4 elementary schools) are in the pilot that includes a total of 90 teachers and administrators. All participants have attended 2-4 days of training before the start of the school year.

Scope of service: All schools

_X_ALL

OR:

__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)
school year. Board approved on March 29 the revision of Article 3 of the collective bargaining agreement to adopt System of Professional Growth (SPG) as the district's new evaluation system. After approval of the LCAP, additional one-time funds were allocated to support professional learning and an outside consultant for the pilot.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Schools TBA</th>
<th>Scope of service:</th>
<th>Casa Roble, Del Campo, Carnegie, Del Dayo, Del Paso Manor, LeGette, Lichen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X__ALL</strong></td>
<td></td>
<td><strong>X__ALL</strong></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td><em>Low Income pupils</em> <em>English Learners</em></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em></td>
<td><em>Other Subgroups:(Specify)</em></td>
<td><em>Low Income pupils</em> <em>English Learners</em></td>
</tr>
</tbody>
</table>

16.1.1.26 Continue to provide central support, monitoring, and evaluation of LCAP actions and services by monitoring progress and effectiveness.

<table>
<thead>
<tr>
<th>16.1.1.26</th>
<th>The funded TK-8 director and administrative assistant ensured an increased level of direct support to school leadership, deepening conversations around school improvement and greater support of the initiatives being addressed. The school-to-director ratio is now 23:1. The research specialist continues to focus on program evaluations (LCAP 16.1.1.30) and use of data/evidence as an improvement tool (LCAP 16.1.1.28 and 16.1.1.29).</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base</td>
<td>$68,473</td>
</tr>
<tr>
<td>LCFF Supp</td>
<td>$342,613</td>
</tr>
<tr>
<td>1000:$150,703</td>
<td></td>
</tr>
<tr>
<td>2000:$149,678</td>
<td></td>
</tr>
<tr>
<td>3000:$110,705</td>
<td></td>
</tr>
</tbody>
</table>

16.1.1.27 Continue Principal Network Facilitators (PNFs) to provide professional development and peer support.

<table>
<thead>
<tr>
<th>16.1.1.27</th>
<th>The 5 PNFs at the middle and high school level have focused their work around the essential elements of the new pilot professional growth document through small group observational walks and debriefings. The 8 PNFs at the elementary and K-8 level have planned professional learning around leadership practices and site observational walks. Both groups meet monthly to plan the professional development (PD) and help facilitate monthly principal and network meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base</td>
<td>$77,557</td>
</tr>
<tr>
<td>LCFF Supp</td>
<td>$347,232</td>
</tr>
<tr>
<td>1000:$67,925</td>
<td></td>
</tr>
<tr>
<td>3000:$9,632</td>
<td></td>
</tr>
</tbody>
</table>

16.1.1.28 Provide coaching for literacy and use of data.

<table>
<thead>
<tr>
<th>16.1.1.28</th>
<th>Assistant superintendents, directors, and program staff work with schools to analyze and review school data for the development and refinement of the Single Plans for Student Achievement (SPSAs) including mid-year revisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No additional cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>

16.1.1.29-Hold regular administrator meetings to include analysis of district and school site data to improve student learning for all subgroups.

<table>
<thead>
<tr>
<th>16.1.1.29</th>
<th>The assessment staff presented CAASPP (July) and MAP (October/February) data to all principals’ groups. In addition, the elementary/K-8 principals have worked on</th>
</tr>
</thead>
<tbody>
<tr>
<td>No additional cost</td>
<td>No cost</td>
</tr>
</tbody>
</table>
16.1.1.30 Work with all impacted stakeholders (staff, students, parents, etc.) collaboratively to identify expected student outcomes and how progress will be measured in order to evaluate initiatives/programs for effectiveness.

No additional cost

the structures for data conversations (November) and analyzed their text level data (December/April).

16.1.30 District staff members have identified 18 of the action plans that are being formally evaluated by the assessment department. Mid-year reviews have been completed and reviewed by the Division of Teaching and Learning (DTL) staff. Year-end reviews will be completed in July.

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?

Within Focus 1 under Goal 1, work has centered around support of English learners, professional learning on standards and instructional strategies, and supports for new and veteran teachers.

Professional learning for educators was provided to better meet the needs of English learners early in the year (1.1.6), and some K-8 teachers voluntarily completed additional training around use of specific research-based language development strategies (1.1.5). Administrators as well as certificated and classified educators were included in training to ensure a more comprehensive approach (1.1.7). Accountability for English language development (ELD) instruction was put into place, and staff were added at the K-8, middle, and high school levels to provide direct ELD instruction to all students (1.1.8). Central support with expertise in serving English learners was increased to provide job-embedded professional development to teachers of English learners (1.1.14). The target for reclassification of ELs as fluent English proficient was exceeded (1.1.i). These services will be continued and fall 2016 English learner data will be reviewed as available (1.1.g-h). A lack of growth for students in math and reading assessments suggests that more direct ELD instruction is needed for elementary grade students. This led to revising the model of providing ELD instruction in elementary and K-8 schools beginning in 2016-17. ELD staffing will also be increased at secondary schools to accommodate for enrollment changes.

Implementation of new standards-aligned math materials was a second focus this year, with initial training completed for all math teachers and direct support tailored to teacher need provided beginning in the fall (1.1.9). Additional central support was added to provide greater support to schools (1.1.13), and work with parents began through Common Core math nights (1.1.10). Mid-year math scores (MAP) remain below expectations in grades 3-9 across all groups (1.1.k) but spring CAASPP scores in math showed growth overall and for all groups except foster youth compared to the prior year (1.1.m). Actions and services for math are continuing in 2016-17, including Math to the Core, a federal grant to support elementary teachers in refining the teaching of math, which began in 2015-16.

Literacy support continued across grade levels with an expansion of the K-1 reading training to 23 schools (1.1.1), while 18 schools continued with Critical Literacy across K-5 (1.1.2). Central support for teachers around primary literacy was added this year (1.1.13). Secondary literacy supports continue with work around close reading (1.1.3) and the implementation of the CSUS course for Expository Reading and Writing at the high school level (1.1.15). Text-level results for K-1 showed decline overall and among all groups but 39 of 41 schools met the 25% threshold (1.1.b, 1.1.c). Mid-year reading scores (MAP) were a concern in grades 3-9 across all groups (1.1.d) but spring CAASPP scores reflected improvement in English language arts over the prior year (1.1.f). As implementation of the K-1 reading professional learning is deepening,
third cohort of schools will be added in 2016-17 and the grade span will widen to include grade 2. Additional funds have been set aside to support participating schools in strengthening their classroom and leveled book libraries. Student performance will continue to be monitored closely. 2016-17 will be the final year of central support to two cohorts of schools involved in Critical Literacy; schools may choose to continue this work with site funds beyond 2016-17.

A variety of additional supports were put into place to support continuous growth of teachers across San Juan. The Center for Teacher Support (formerly PAR/BTSA) expanded to meet the needs of new and intern teachers (1.1.22), and this will continue in 2016-17 based upon the number of newly hired teachers. The Center also supported the pilot of the System of Professional Growth (SPG), a model to ensure continuous improvement for veteran teachers (1.1.25). Now Board approved, this system will be implemented district wide to support the growth of veteran teachers. Additional staffing will be added to support both new and veteran teachers in 2016-17.

Additionally, central staff supported the deepening of implementation of new standards across subjects (1.1.12, 1.1.13, 1.1.16, 1.1.26, 1.1.27, 1.1.28) and the use of data and evidence to improve effectiveness (1.1.17, 1.1.18, 1.1.24, 1.1.29, 1.1.30). Evidence showed progress in standards implementation for ELA, math, and ELD (1.1.a, 1.1.o) but less progress on Common Core for technical subjects or Next Generation Science Standards (1.1.r, 1.1.s). Principal Network Facilitators are being eliminated as the support model for principals is shifting (1.1.27). Support should continue in ELA (including literacy in the technical subjects), math, and ELD, and additional support for science is recommended beginning in 2016-17. Additionally, the LCAP will reflect no cost items being folded into other actions/services in future years.

Continued gaps in performance for low income students, English learners, foster youth, students with disabilities, and African American students underscore the need for increased culturally responsive practices in schools. Additional professional development in this area (12 hours for all instructional staff), along with increasing teacher capacity through a Social Justice institute, will be included in 2016-17.

Reorganization of Actions and Services in 2016-17

<table>
<thead>
<tr>
<th>Goal 1: Focus 1 Literacy</th>
<th>Goal 1: Focus 2 Math</th>
<th>Goal 1: Focus 3 English Lnsr</th>
<th>Goal 1: Focus 4 Foster Youth</th>
<th>Goal 1: Focus 5 Graduation</th>
<th>Goal 1: Focus 6 College Career</th>
<th>Goal 1: Focus 7 Site Svcs</th>
<th>Goal 1: Focus 8 District Svcs</th>
<th>Goal 1: Focus 9 Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 1.1.2 1.1.3 1.1.4</td>
<td>1.1.9 1.1.11</td>
<td>1.1.5 1.1.6 1.1.8 1.1.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Original GOAL from prior year LCAP:

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Focus 2: Provide school-based and community-based structures and services which supply early intervention for and prevention of learning difficulties.

Goal Applies to: Schools: All

Applicable Pupil Subgroups: (as indicated by specific action)

Expected Annual Measurable Outcomes: [NOTE: Metrics below are repeated from Goal 1 Focus 1 but apply to Focus 2 as well.]

Actual Annual Measurable Outcomes:

1.1.b At the end of trimester 3, the district decreased the percent of students at/above grade level from last year by
**1.1.b** ELA Proficiency Rates (K-2 Text level): Increase percent of students reading at/above grade level by 10% (to at least 90%).

**Percent At/Above Grade Level Targets**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>60.8</td>
<td>39.6</td>
<td>49.6</td>
<td>44.1</td>
<td>48.9</td>
<td>48.9</td>
<td>68.1</td>
<td>90.0</td>
<td>31.7</td>
</tr>
</tbody>
</table>

**1.1.f** ELA Proficiency Rates (Gr. 3-8, 11): Set baseline levels during the 2014-2015 year. Increase the percent of students at or above grade level on CAASPP by 5% (to at least 90%) in the 2015-2016 school year.

**Percent At/Exceed Grade Level Targets (2015-2016)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>46.2</td>
<td>7.6</td>
<td>29.1</td>
<td>20.3</td>
<td>26.0</td>
<td>30.9</td>
<td>52.2</td>
<td>46.5</td>
<td>13.7</td>
</tr>
</tbody>
</table>

**1.1.j** Math Proficiency Rates (K-2): Set baseline levels of performance on targeted assessments.

**1.1.m** Math Proficiency Rates (Gr. 3-8, 11): Set baseline levels during the 2014-2015 year. Increase the percent of students at or above grade level on CAASPP by 5% (to at least 90%) in the 2015-2016 school year.

**Percent At/Exceed Grade Level Targets (2015-2016)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>37.0</td>
<td>9.0</td>
<td>21.8</td>
<td>13.1</td>
<td>16.0</td>
<td>21.7</td>
<td>42.7</td>
<td>37.1</td>
<td>13.0</td>
</tr>
</tbody>
</table>

**Abbreviations:** All (all students), EL (English learner students), LI (low income students), FY (foster youth students) AA (African American students), HI (Hispanic/Latino students), WH (white students), RF (reclassified fluent English students), and SD (students with disabilities).

6.1%, and did not meet the goal (10% increase). Decreases were achieved by English learners (6.2%), low income students (6.3%), and foster youth students (7.8%).

**Percent At/Above Grade Level (growth from Spring 2015)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>44.7</td>
<td>23.4</td>
<td>33.3</td>
<td>26.3</td>
<td>33.8</td>
<td>35.2</td>
<td>50.5</td>
<td>85.3</td>
<td>19.3</td>
</tr>
</tbody>
</table>

1.1.f The baseline result (2014-2015) for the district overall was 41.2%. In 2015-2016, the percentage of students achieving standard met or standard exceeded on CAASPP ELA increased by 4.1%, but did not the goal of a 5% increase. English learners (1.4), low-income students (3.3) and foster youth students (2.8) achieved increases but did not met the goal.

**Percent Met/Exceed Standard (Growth from 14-15)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>45.3</td>
<td>6.0</td>
<td>20.0</td>
<td>6.3</td>
<td>13.4</td>
<td>20.4</td>
<td>41.8</td>
<td>35.8</td>
<td>8.8</td>
</tr>
</tbody>
</table>

1.1.j This assessment is still under development.

1.1.m The baseline result (2014-2015) for the district overall was 32.0%. In 2015-2016, the percentage of students achieving standard met or standard exceeded on CAASPP math increased by 3.3%, but did not meet the goal of a 5% increase. English learners (2.0) and low-income students (3.2) achieved increases but did not meet the goal. Foster youth students decreased by 1.8%.

**Percent Met/Exceed Standard (Growth from 14-15)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>35.3</td>
<td>6.0</td>
<td>20.0</td>
<td>6.3</td>
<td>13.4</td>
<td>20.4</td>
<td>41.8</td>
<td>35.8</td>
<td>8.8</td>
</tr>
</tbody>
</table>

**LCAP Year 1: 2015-16**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.1.2.1 Develop and communicate a coordinated system of highly effective academic and social-emotional interventions for students in TK-12 (Multi-Tiered System of Support).</td>
<td>$100,000</td>
<td>16.1.2.1 The Multi-Tiered System of Support (MTSS) workgroup created the structure and framework for our district and recommended next steps for implementation. This information was shared with our Board of Trustees on 4/12/16, and the Division of Teaching and Learning is working on aligning current district initiatives and LCAP actions with this framework.</td>
<td>$20,153</td>
</tr>
<tr>
<td>Scope of service: All schools</td>
<td>LCFF Supp</td>
<td>1000: $83,202</td>
<td>LCFF Supp</td>
</tr>
<tr>
<td>OR:</td>
<td>3000: $11,798</td>
<td>2000: $5,418</td>
<td></td>
</tr>
<tr>
<td>__ALL</td>
<td>4000: $5,000</td>
<td>3000: $2,125</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td>5000: $4,589</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils __English Learners</td>
<td>1000: $83,989</td>
<td>4000: $4,212</td>
<td></td>
</tr>
<tr>
<td>Foster Youth __Redesignated fluent English proficient</td>
<td>3000: $29,848</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X Other Subgroups: (Specify) Struggling Students</td>
<td>4000: $4,589</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 16.1.2.2 Provide Reading Recovery intervention as a pre-referral action at selected schools. | $113,837 | 16.1.2.2 31 students have received intensive one-on-one reading intervention for 20 weeks. 15/31 are EL, 24/31 are low income (LI). After 15 weeks of one-on-one service, students have increased text level by 7-10 levels. The next 31 students received instruction until the end of May. | $116,335 |
| Scope of service: Dyer-Kelly, Skycrest, Mariemont, Peck, Carmichael, Starr King, Kingswood | Title I | 1000: $86,719 |
| __ALL | 3000: $29,616 |
| OR: | 1000: $83,989 |
| X Low Income pupils __English Learners | 3000: $29,848 |
| Foster Youth __Redesignated fluent English proficient | 4000: $60,435 |
| _X Other Subgroups: (Specify) Struggling Students | 1000: $83,989 |

| 16.1.2.3 Pilot additional reading interventions as pre-referral actions at high-need schools to be identified with priority to schools with high densities of targeted student groups. | $50,000 | 16.1.2.3 Second-tier poverty density school sites are engaging in literacy intervention and remediation with lowest proficiency students, 4 days per week for 17 weeks. Students are being monitored through running records and text levels. Fountas and Pinnell intervention kits are used beginning in January and ending in May. Preliminary results are showing text level growth. | $103,286 |
| Scope of service: High-need elementary schools | LCFF Supp | 1000: $37,032 |
| __ALL | 2000: $489 |
| OR: | 3000: $5,330 |
| Low Income pupils __English Learners | 4000: $60,435 |
| Foster Youth __Redesignated fluent English proficient | 1000: $37,032 |
| _X Other Subgroups: (Specify) Struggling Students | 2000: $489 |

Pilot sites were expanded per student need and site request.
<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Scope of service:</th>
</tr>
</thead>
</table>

**16.1.2.4 Ensure alignment between classroom instruction and intervention and enrichment for targeted students through after-school programs at selected school sites with Bridges/After School Student Education Teamwork (ASSETs) programs.**

- **Low Income pupils**
- **English Learners**
- **Foster Youth**
- **Redesignated fluent English proficient**
- **Other Subgroups:** Struggling Students

**Cost:** $74,948
- **LCFF Supp 1000:** $65,634
- **3000:** $9,314

**Context:** A teacher from the school site has been identified as the academic coach for each of the 29 Bridges/ASSETs programs. This teacher provides guidance on program activities to ensure alignment with the regular school day. 51 academic coaches and site coordinators participated in a May 2016 survey. 98% of the participants reported that the academic coach serves as a connection between the after-school program and the regular school day staff and 96% reported that that the academic coach contributes to increased alignment between the after-school program activities and the regular school day. The same number of coaches (29) are projected for 2016-17.

**Scope of service:**
- All

**16.1.2.5 Expand resources to support student learning before and after school including tutoring, homework help, etc. focused on targeted students.**

- **Low Income pupils**
- **English Learners**
- **Foster Youth**
- **Redesignated fluent English proficient**
- **Other Subgroups:** Other high risk learners

**Cost:** $200,000
- **LCFF Supp 1000:** $100,000
- **2000:** $60,000
- **3000:** $27,078
- **4000:** $12,922

**Context:** At Arden Middle School 2 teachers provide 2 hours of after-school tutoring in ELA and math to 43 students, with pre and post testing using AIMS Web, an online assessment and intervention tool. At Barrett Middle School after-school tutoring is provided for 18 ELL students 1 hour twice a week with progress measured by the CELDT. Barrett Middle School also conducts math power hour with Assessment and Learning in Knowledge Spaces (ALEKS) program, which monitors growth in real time. LeGette Elementary conducted reading intervention for targeted students with materials purchased for school with LCFF supplemental funds and teachers funded through site funds.

**Cost sharing model with schools limited funds used. Some schools struggled to recruit teachers for after school programs.**
### 16.1.2.6 Continue 20-day Title I (Grades 1-3) summer school program at multiple sites with literacy focus.

<table>
<thead>
<tr>
<th>Scope of service: All schools</th>
<th>Scope of service: Arden Middle, Barrett Middle, Legette Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>OR:</td>
<td>OR:</td>
</tr>
<tr>
<td>X__Low Income pupils <em>X</em> English Learners</td>
<td>X__Low Income pupils <em>X</em> English Learners</td>
</tr>
<tr>
<td>X__Foster Youth X Redesignated fluent English proficient __</td>
<td>X__Foster Youth X Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups:(Specify)</td>
<td>Other Subgroups:(Specify)</td>
</tr>
</tbody>
</table>

**16.1.2.6** July 2015 summer school had 160 Title I students. Title I students had an 85.48% attendance rate. There were 15 hours of teacher professional development. July 2016 summer school plans will focus on oral language development through STEM activities.

**2016 Summer: June 13-July 8th**

The K-8 ELL and Title 1 Summer School Program was held at Edison, Arden, Howe and Kingswood. The goal was to provide engaging STEAM based experiences through hands-on experiments, study trips and on-site exploration opportunities. It served 597 students, 419 K-8 newcomer and beginning level EL students; and served 178 Title I K-2 students. Approximately 80% of the students attended throughout the entire program. Teachers participated in daily professional development, collaboration, and lesson planning. GLAD strategies were implemented in the classroom, as well as the visual and performing arts opportunities for all students. The program provided bilingual support, student mentors, and small class sizes (10-1). The program included a parent outreach component and student culminating presentations were attended by families. Students attended a field trip to San Francisco Exploratorium, and were exposed to weekly science-based presentations by community-based science programs.

<table>
<thead>
<tr>
<th>Funding</th>
<th>Budget for Title I (Grades 1-3) summer school program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$100,000</strong> Title I</td>
<td><strong>$394,872</strong> Title I (SS)</td>
</tr>
<tr>
<td>1000:$73,342</td>
<td>1000:$291,413</td>
</tr>
<tr>
<td>2000:$9,726</td>
<td>2000:$27,519</td>
</tr>
<tr>
<td>3000:$12,411</td>
<td>3000:$46,612</td>
</tr>
<tr>
<td>4000:$4,521</td>
<td>4000:$9,477</td>
</tr>
<tr>
<td>5000:$18,658</td>
<td>5000:$19,851</td>
</tr>
</tbody>
</table>

**16.1.2.7 Expand educational and engaging summer learning opportunities for targeted students.**

<table>
<thead>
<tr>
<th>Scope of service: All schools</th>
<th>Scope of service: Arden Middle, Barrett Middle, Legette Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>OR:</td>
<td>OR:</td>
</tr>
<tr>
<td>X__Low Income pupils <em>X</em> English Learners</td>
<td>X__Low Income pupils <em>X</em> English Learners</td>
</tr>
<tr>
<td>X__Foster Youth X Redesignated fluent English proficient __</td>
<td>X__Foster Youth X Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups:(Specify)</td>
<td>Other Subgroups:(Specify)</td>
</tr>
</tbody>
</table>

**16.1.2.7** Engaging summer learning opportunities are planned for students related to math and an onsite program at Will Rogers Costs will be incurred during the summer.

**2016 Summer: Will Rogers Middle School implemented engaging summer learning opportunities from June 6th through June 23rd.** 15 middle school students participated in

<table>
<thead>
<tr>
<th>Funding</th>
<th>Budget for summer learning opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$50,000</strong> LCFF Supp</td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td>1000:$20,000</td>
<td>1000:</td>
</tr>
<tr>
<td>2000:$7,000</td>
<td>2000:</td>
</tr>
<tr>
<td>3000:$4,342</td>
<td>3000:</td>
</tr>
<tr>
<td>5000:$18,658</td>
<td>5000:</td>
</tr>
</tbody>
</table>
**Scope of service:** Title I schools  
__ALL__

OR:
- _X_ Low Income pupils  __English Learners  
- _X_ Foster Youth  __Redesignated fluent English proficient  
- __Other Subgroups:(Specify)________________________

16.1.2.8 Provide a 20-day Immigrant/Refugee and English learner summer school.

<table>
<thead>
<tr>
<th>Program</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.2.8</td>
<td>Title III (Immg)</td>
<td>$30,000</td>
</tr>
<tr>
<td></td>
<td>LCFF Supp</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td>1000:</td>
<td>$86,500</td>
</tr>
<tr>
<td></td>
<td>2000:</td>
<td>$14,426</td>
</tr>
<tr>
<td></td>
<td>3000:</td>
<td>$13,657</td>
</tr>
<tr>
<td></td>
<td>4000:</td>
<td>$8,417</td>
</tr>
<tr>
<td></td>
<td>5000:</td>
<td>$7,000</td>
</tr>
</tbody>
</table>

16.1.2.8. In July/August a 15-day K-8 Jump Start Summer Program was held at Starr King and Skycrest with the goal to transition newcomers and beginning students to the school year. It served 100 newcomer and beginning level EL students, with 85% average daily attendance over the entire course of the program. Integrated thematic instruction was provided through music and the visual and performing arts. The program provided bilingual support, student mentors, and small class sizes (10-1). Teachers participated in daily professional development, collaboration, and planning. The program included a parent outreach component and student culminating presentation attended by over 100 families. Transportation was offered. Additional funding was not used as a third site could not be staffed.

2016 Summer: Puertas Academic English Summer School for Long Term English Learners targeted middle school-age English Learners. Classes started June 13 through June 23rd 2016 and ended with a trip to Camp Winters June 27th-29th 2016. 71 students attended on first day of program, 43 students attended all 8 days. Data results from pre and post writing prompts indicated 52% showed improvement in their writing skills. All students will be assessed by summer school teacher September 2016 to determine eligibility for reclassification. Recommendation to expand program 2017.

Title one and ELL summer school combined, please refer to 16.1.2.6 2016 Summer: June 13 – July 8th
<table>
<thead>
<tr>
<th>16.1.2.9</th>
<th>Reduce class size to 26:1 in Transitional Kindergarten through Grade 1 classes at all schools with developmental supports for TK.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>__Low Income pupils  <em>X</em> English Learners  __Foster Youth  <em>X</em> Redesignated fluent English proficient  <em>X</em> Other Subgroups:(Specify) Immigrant/Refugee students</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>All elementary/K-8 schools</td>
</tr>
<tr>
<td>16.1.2.9</td>
<td>The district added 35.31 teachers in 2015-2016 to accommodate the class size reduction in TK through Grade 1 from the ratio of 29.95 to 25.54.</td>
</tr>
<tr>
<td>OR:</td>
<td>__Low Income pupils  <em>X</em> English Learners  __Foster Youth  <em>X</em> Redesignated fluent English proficient  <em>X</em> Other Subgroups:(Specify) Immigrant/Refugee students</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>All elementary/K-8 schools</td>
</tr>
<tr>
<td>16.1.2.9</td>
<td>The district added 35.31 teachers in 2015-2016 to accommodate the class size reduction in TK through Grade 1 from the ratio of 29.95 to 25.54.</td>
</tr>
<tr>
<td>OR:</td>
<td>__Low Income pupils  <em>X</em> English Learners  __Foster Youth  <em>X</em> Redesignated fluent English proficient  <em>X</em> Other Subgroups:(Specify) Immigrant/Refugee students</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>Cottage and Edison</td>
</tr>
<tr>
<td>16.1.2.10</td>
<td>Reduce class size to 24:1 at 2 Title I Schools with specialized programs (1.12 FTE Cottage/Montessori grades 2-4 and 2.24 FTE Edison/Dual Language Immersion grades 2-5).</td>
</tr>
<tr>
<td>OR:</td>
<td>__Low Income pupils  <em>X</em> English Learners  __Foster Youth  <em>X</em> Redesignated fluent English proficient  <em>X</em> Other Subgroups:(Specify) Immigrant/Refugee students</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>Cottage and Edison</td>
</tr>
<tr>
<td>16.1.2.10</td>
<td>3.36 FTE to support more effective implementation of innovative programs at Cottage Montessori and Edison Language Academy. New language assessments, Foreign Language Oral Skills Evaluation Matrix (FLOSEM), and Archetype Definition Language 2 (ADL2) will give end-of-year metrics for progress.</td>
</tr>
<tr>
<td>OR:</td>
<td>__Low Income pupils  <em>X</em> English Learners  __Foster Youth  <em>X</em> Redesignated fluent English proficient  <em>X</em> Other Subgroups:(Specify) Immigrant/Refugee students</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>Cottage and Edison</td>
</tr>
<tr>
<td>16.1.2.11</td>
<td>Continue to provide “administrative-instructional/climate support specialist” assigned as needed to highest poverty Title I sites.</td>
</tr>
<tr>
<td>OR:</td>
<td>_<em>X</em> Low Income pupils  <em>X</em> English Learners  __Foster Youth  <em>X</em> Redesignated fluent English proficient  __Other Subgroups:(Specify)</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>Cottage and Edison</td>
</tr>
<tr>
<td>16.1.2.11</td>
<td>Administrative Instructional Specialists provided increased services for students in targeted groups at schools with greatest density of low income students. Howe Avenue, Starr King, Dyer-Kelly, Greer, Lichen, Edison, and Kingswood specialists meet two times a month, and professional development and instructional walks help expand and broaden leadership skills. Encina, San Juan, and Will Rogers schools incorporate their Administrative</td>
</tr>
</tbody>
</table>
### 16.1.2.12 Provide sixteen (16) Instructional coaches assigned to all Title I elementary sites.

- **Cost:** $1,192,414
- **Note:** LCFF Supp

*Title I*  

**Scope of service:** Title I schools  

- ** ALL  
- OR:  
- X Low Income pupils  
- X English Learners  
- Foster Youth  
- Redesignated fluent English proficient  
- Other Subgroups: (Specify)  

16.1.2.12 There are currently 15 Title I coaches in positions out of 17 Title I sites. The coaches have engaged in 39 hours of professional learning related to coaching practices from August through November.

### 16.1.2.13 Provide English Learner Instructional Specialists (ELISs) at schools with highest densities of English learners and Bilingual Instructional Specialists (BIAs) to support English learners in the classroom; expand services to English learners based on identified need.

- **Cost:** $3,037,475  
- **Note:** LCFF Supp  

*Title I*  

**Scope of service:** Schools with high density EL  

- ** ALL  
- OR:  
- Low Income pupils  
- English Learners  
- Foster Youth  
- Redesignated fluent English proficient  
- Other Subgroups: (Specify) Long Term English Learners  

16.1.2.13 ELISs and BIAs were hired by the sites as needed. There were 23 ELISs serving 25 schools and 3 ELISs who provided outreach support to schools with low densities of English learners. Three additional full-time 8-hour BIAs were hired (2 Arabic, 1 Farsi) and an additional position is in the process, bringing the total BIAs to 33. They provide direct services to students and families at various sites. Training and coaching was provided on a weekly basis. Mid-year, leadership decided to restructure the ELIS positions at all Elementary sites converting them to ELD teacher positions. The change was made in an effort to address the needs of our English learners at an earlier age.

### 16.1.2.14 Provide each school site with unduplicated per pupil allocation to be used for site level actions aligned to SPSA and LCAP goals in support of targeted student groups, with total cost and allocation reevaluated each year based on California Longitudinal Pupil Achievement Data System (CaPADS) enrollment.

- **Cost:** $3,062,155  
- **Note:** LCFF Supp  

16.1.2.14 Use of funds is guided by site data and documented in SPSAs with formative assessments such as MAP and text level used to track progress. Aggregate school allocations are: 35% certificated salaries, 8% classified salaries, 15% employee benefits, 31% books and supplies, 11% other operating costs.
Within Focus 2 under Goal 1, intervention/prevention work occurred in the summer prior to school starting, during the school year, and during after-school programs. Summer school was held in July for 160 Title I elementary students (1.2.6), and a K-8 jumpstart program was held for English learners and refugee students (1.2.8). Both programs showed short-term success for students, and promising practices were identified to inform program planning for summer 2016 (1.2.7). Programs will be expanded to serve more students, including long-term English learners, and will incorporate learning experiences beyond the classroom in 2016-17.

Reading interventions are either in place (1.2.2) or are being piloted (1.2.3, 1.2.5) during and after the school day. This is in addition to the Bridges/ASSETs after-school programs which support student learning beyond the school day (1.2.4). Prevention efforts included reducing class size across the district in TK-1 and extending class size reduction in dual immersion and Montessori classes (1.2.9, 1.2.10), as well as providing additional school-wide support at some Title I schools (1.2.11, 1.2.12). Support for English learners continued with English Learner Instructional Specialists, and additional Bilingual Instructional Assistants were added to meet different language needs of students (1.2.13); schools used their direct allocations to customize services based on a local analysis of student needs (1.2.14). The service delivery model for elementary English learners is being revised to better support the acquisition of language (see Goal 1 Focus 1 for details). Finally, a comprehensive program supporting foster youth who are temporarily housed at the Sacramento Children’s Receiving Home continued (1.2.15). Continued work in this area is suggested based upon results in reading and math (1.1.b, 1.1.c, 1.1.k), including increasing levels of academic support within and beyond the school day/year as a part of the Multi-Tiered System of Support. This will include additional Bilingual Instructional Assistants to address the increasing number of new English learners in 2016-17.

A team has been working on the development of a Multi-Tiered System of Support (MTSS) which will present a framework for the systematic use of supports and interventions, both academic and social-emotional. This is related to work referred to in Goal 1, Focus 2 and Focus 3, and in Goal 2, Focus 1, and will organize many of the efforts in these focus areas.
**Reorganization of Actions and Services in 2016-17**

<table>
<thead>
<tr>
<th>G 1: Focus 1</th>
<th>G 1: Focus 2</th>
<th>G 1: Focus 3</th>
<th>G 1: Focus 4</th>
<th>G 1: Focus 5</th>
<th>G 1: Focus 6</th>
<th>G 1: Focus 7</th>
<th>G 1: Focus 8</th>
<th>G 1: Focus 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Math</td>
<td>English Lrns</td>
<td>Foster Youth</td>
<td>Graduation</td>
<td>College Career</td>
<td>Site Svcs</td>
<td>District Svcs</td>
<td>Staff</td>
</tr>
<tr>
<td>1.2.2</td>
<td>1.2.3</td>
<td>1.2.8</td>
<td>1.2.15</td>
<td>1.2.1</td>
<td>1.2.5</td>
<td>1.2.7</td>
<td>1.2.10</td>
<td>1.2.4</td>
</tr>
</tbody>
</table>

**Goal 1**: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

**Focus 3**: Provide academic support structures and services which increase rates of students graduating on time and college and career ready.

**Related State and/or Local Priorities:**

1. 2. 3. 4. x. 5. x 6. 7. x. 8. x

COE only: 9. 10.

Local: Specify ____________

**Goal Applies to:**

Schools: **ALL**

**Applicable Pupil Subgroups:** (as indicated by specific action)

**Expected Annual Measurable Outcomes:**

### 1.3.a Access

For middle school students, maintain enrollment in core subject areas (English, mathematics, science, physical education, and social studies) at 95% or higher, and increase enrollment in foreign language (FL) and Visual and Performing Arts (VAPA) courses by 1%.

**Percent Enrolled Targets**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Eng</th>
<th>Math</th>
<th>Sci</th>
<th>SocSt</th>
<th>PE</th>
<th>FL</th>
<th>VAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>95.0</td>
<td>55.0</td>
<td>95.0</td>
<td>95.0</td>
<td>95.0</td>
<td>11.5</td>
<td>35.9</td>
</tr>
</tbody>
</table>

**Actural Annual Measurable Outcomes:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Eng</th>
<th>Math</th>
<th>Sci</th>
<th>SocSt</th>
<th>PE</th>
<th>FL</th>
<th>VAPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.a</td>
<td>99.8</td>
<td>99.6</td>
<td>98.2</td>
<td>96.6</td>
<td>98.6</td>
<td>11.7</td>
<td>35.8</td>
</tr>
</tbody>
</table>

(M): Maintained the 95% level.

### 1.3.b Graduation Rates

Increase 4-year cohort graduation rate for all groups and 5-year cohort graduation rate for students with disabilities by 3% (to 95%).

**Targets for ’14-15 students**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Rate</td>
<td>84.6</td>
<td>66.8</td>
<td>75.4</td>
<td>NA</td>
<td>70.2</td>
<td>71.5</td>
<td>88.8</td>
<td>NA</td>
<td>67.0</td>
</tr>
</tbody>
</table>

**Actual Graduation Rates for ’14-15 students**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Rate</td>
<td>82.6</td>
<td>63.7</td>
<td>74.6</td>
<td>NA</td>
<td>71.1</td>
<td>69.7</td>
<td>87.4</td>
<td>NA</td>
<td>63.3</td>
</tr>
</tbody>
</table>

(M): Maintained the percent based on graduation requirements.

**1.3.a** For middle school students, at the end of the year the district met the goal for the core subject areas. The district met the goal for a 1% growth in foreign language (+1.2%) but did not meet the goal for VAPA (0.9%).

**Actual Graduation Rates**

<table>
<thead>
<tr>
<th>Class</th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Rate</td>
<td>82.6</td>
<td>63.7</td>
<td>74.6</td>
<td>NA</td>
<td>71.1</td>
<td>69.7</td>
<td>87.4</td>
<td>NA</td>
<td>63.3</td>
</tr>
</tbody>
</table>

NA: Data is not currently available
1.3.c **College Readiness**: Increase rate of graduates in all groups completing A-G requirements by 3% (to 80%).

**Targets for ’14-15 students**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>College R</td>
<td>39.1</td>
<td>10.2</td>
<td>25.3</td>
<td>3.0</td>
<td>24.3</td>
<td>28.5</td>
<td>40.7</td>
<td>39.7</td>
<td>6.5</td>
</tr>
</tbody>
</table>

1.3.d **Dropout Rates**: Decrease high school dropout rates for all students; for African American students, Hispanic students, low income students, foster youth, and students with disabilities decrease the rate by 1% to less than 3%.

**Dropout Rate Targets for ’14-15**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout R</td>
<td>9.6</td>
<td>19.6</td>
<td>13.6</td>
<td>NA</td>
<td>19.7</td>
<td>13.4</td>
<td>7.4</td>
<td>NA</td>
<td>17.2</td>
</tr>
</tbody>
</table>

1.3.e **Access**: Increase percent of high school students taking 1 or more honors/IB/AP courses in high school by 5% (for African American students, Hispanic students, low income students, foster youth, students with disabilities) and by 2% for other groups.

**Percent Enrolled Targets**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>41.2</td>
<td>10.7</td>
<td>25.9</td>
<td>13.0</td>
<td>24.4</td>
<td>30.1</td>
<td>44.7</td>
<td>42.3</td>
<td>8.5</td>
</tr>
</tbody>
</table>

1.3.f **Pupil Outcomes Middle School**: Increase rate of course completion (per grades earned) by 3% (to 95%).

**Percent Successful Course Completion Targets**

<table>
<thead>
<tr>
<th></th>
<th>Eng</th>
<th>Math</th>
<th>Sci</th>
<th>SocSt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle S</td>
<td>81.0</td>
<td>75.7</td>
<td>80.7</td>
<td>78.5</td>
</tr>
</tbody>
</table>

1.3.c For the class of 2014-15, the district increased the percent of graduating seniors who completed A-G requirements by 0.3%, but did not meet the goal of a 3% increase. English learner students (decrease of 1.7%) and low income students (increase of 1.3%) did not meet the goal, while foster youth students did meet the goal (increase of 7.1%).

**A-G Completion Rates for ’14-15 students (growth from ’13-14)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-G R</td>
<td>36.4</td>
<td>5.5</td>
<td>23.6</td>
<td>7.1</td>
<td>22.8</td>
<td>23.8</td>
<td>38.0</td>
<td>31.1</td>
<td>5.5</td>
</tr>
<tr>
<td>Growth</td>
<td>(0.3)</td>
<td>(-1.7)</td>
<td>(-1.3)</td>
<td>(1.5)</td>
<td>(-1.7)</td>
<td>(-0.3)</td>
<td>(0.3)</td>
<td>(-5.6)</td>
<td>(2.0)</td>
</tr>
</tbody>
</table>

1.3.d For the class of 2014-15, the district decreased the cohort dropout rate by 0.4%. The district met the goal of a 1% decrease for English learners (decrease of 1.4%) and low income students (decrease of 1.6%).

**Dropout Rates for ’14-15 students (decrease from ’13-14)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout R</td>
<td>9.2</td>
<td>18.0</td>
<td>13.0</td>
<td>NA</td>
<td>15.4</td>
<td>16.0</td>
<td>6.5</td>
<td>NA</td>
<td>14.6</td>
</tr>
<tr>
<td>Growth</td>
<td>(-0.4)</td>
<td>(-1.4)</td>
<td>(-1.6)</td>
<td>NA</td>
<td>(-5.3)</td>
<td>(1.6)</td>
<td>(0.9)</td>
<td>NA</td>
<td>(-3.6)</td>
</tr>
</tbody>
</table>

1.3.e The percent of students enrolled in 1 or more honors/IB/AP courses in high school decreased 2.1% which did not meet the goal of a 2% increase. None of the groups met their goal.

**Percent Enrolled (growth from ’14-15)**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent E</td>
<td>37.1</td>
<td>0.0</td>
<td>19.2</td>
<td>0.0</td>
<td>18.2</td>
<td>23.3</td>
<td>40.1</td>
<td>37.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Growth</td>
<td>(-2.1)</td>
<td>(-5.7)</td>
<td>(-1.7)</td>
<td>(-8.0)</td>
<td>(-1.2)</td>
<td>(-1.8)</td>
<td>(-2.6)</td>
<td>(-2.8)</td>
<td>(-3.5)</td>
</tr>
</tbody>
</table>

1.3.f In middle school at the end of the year, the district did not meet the goal of a 3% increase in the percent of students earning a C or better in all subject areas.

**Percent Successful Course Completion (growth from ’14-15)**

<table>
<thead>
<tr>
<th></th>
<th>Eng</th>
<th>Math</th>
<th>Sci</th>
<th>SocSt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle S</td>
<td>81.0</td>
<td>73.6</td>
<td>78.3</td>
<td>76.8</td>
</tr>
<tr>
<td>Growth</td>
<td>(2.9)</td>
<td>(1.1)</td>
<td>(0.6)</td>
<td>(1.3)</td>
</tr>
</tbody>
</table>
1.3.f Pupil Outcomes High School: Increase rate of course completion (per grades earned) by 3% (to 95%).

Percent Successful Course Completion Targets

<table>
<thead>
<tr>
<th>Eng</th>
<th>Math</th>
<th>Sci</th>
<th>SocSt</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.1</td>
<td>61.7</td>
<td>60.7</td>
<td>62.7</td>
</tr>
</tbody>
</table>

**Abbreviations:** All (all students), EL (English learner students), LI (low income students), FY (foster youth students), AA (African American students), HI (Hispanic/Latino students), WH (white students), RF (reclassified fluent English students), and SD (students with disabilities).

1.3.f In high school at the end of the year, the district did not meet the goal of a 3% increase in the percent of students earning a C or better in all subject areas.

Percent Successful Course Completion (growth from 14-15)

<table>
<thead>
<tr>
<th>Eng</th>
<th>Math</th>
<th>Sci</th>
<th>SocSt</th>
</tr>
</thead>
<tbody>
<tr>
<td>82.1</td>
<td>58.1</td>
<td>57.6</td>
<td>62.4</td>
</tr>
</tbody>
</table>

**LCAP Year:** 2015-16

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.1 Develop district-wide course catalog for grades 7-12.</td>
<td>$7000 LCFF Base 1000 $6,380 3000 $620</td>
<td>16.1.3.1 The database of courses and course information (narrowed to grades 9-12) has been created and reviewed by committee. The database is being vetted by high school principals, teachers, and counselors for review and revisions including recommendations for prerequisites. After the vetting process, a catalog for grades 9-12 will be ready for publishing. Vetting of course catalog will be completed early in 2016-17.</td>
<td>No cost</td>
</tr>
<tr>
<td>16.1.3.2 Phase in new graduation requirements for the class of 2019.</td>
<td>No additional cost</td>
<td>16.1.3.2 The Graduation Requirements Workgroup developed a proposal that was presented to the Board on May 10. The Board approved the increase of requirements for the class of 2023 including three years of math, three years of science, and two years of world language, with provisions for course flexibility for the last year of each of the three content areas listed. Students will complete all A-G requirements upon graduation if they do not exercise course flexibility.</td>
<td>No cost</td>
</tr>
</tbody>
</table>

Scope of service: K-8, middle, and high schools

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient

Scope of service: K-8, middle, and high schools

OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
### Other Subgroups:(Specify)_______

**16.1.3.3** Reduce class size for 9th grade Integrated Math 1 classes.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>High schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <em>X</em> ___Other Subgroups:(Specify) ___Struggling Learners</td>
<td></td>
</tr>
</tbody>
</table>

$400,098
LCFF Base
1000:$286,333
3000:$113,765

**16.1.3.4** Provide low-ratio support classes for identified Integrated Math 1 students.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>High schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td></td>
</tr>
</tbody>
</table>

$203,359
LCFF Supp
1000:$145,319
3000:$58,040

16.1.3.5 Pilot math support models at middle school focused on students below grade level; identify best practices and share across schools.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Middle schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <em>X</em> ___Other Subgroups:(Specify) ___Struggling Learners</td>
<td></td>
</tr>
</tbody>
</table>

$270,000
LCFF Base
1000:$193,759
3000:$76,241

16.1.3.6 Define and implement solutions to course and program access barriers and identify student support structures to ensure success once open access is created.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Middle schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient <em>X</em> ___Other Subgroups:(Specify) ___Struggling Learners</td>
<td></td>
</tr>
</tbody>
</table>

$50,000
LCFF Supp
4000:$50,000

16.1.3.3 Average class sizes are 1:28. All incoming 9th graders were enrolled in grade-level Integrated Math 1 (IM1) or higher math. Fall semester grade results of IM1 show that 62.1% passed. Spring results will be analyzed in June.

16.1.3.4 Average class sizes are at 1:24. 45% of 9th grade IM1 students are also enrolled in IM1 Support and piloting use of Math Links curriculum. Fall semester grade results for IM1 Support were analyzed, and a review of quarter 3 grades showed 64% of students in IM1 Support are passing the course.

16.1.3.5 Middle schools are implementing various models of interventions including reduced class sizes in all math classes, extra periods of math intervention, and offering an online math program (ALEKS). Professional Learning and Innovation (PLI) department is working with middle school teachers and principals, observing classrooms, and analyzing data to identify effective intervention models to share across the district. Fall semester math grade results were analyzed in January 2016. Spring semester math grade results will be analyzed in June 2016.

16.1.3.6 Transcript analysis reflected key courses where fewer targeted students were enrolled. A task force created a plan for the use of PSAT results to increase enrollment of targeted students in honors and AP classes for the next year. AP teacher training in equity and access is also planned for the fall (lack of enrollment for spring training). In

$418,596
LCFF Base
1000:$302,846
3000:$115,750

$261,164
LCFF Supp
1000:$185,685
3000:$75,479

Employee costs higher than anticipated

$418,596
LCFF Base
1000:$302,846
3000:$115,750

Unable to schedule training in 15-16

$58
LCFF Supp
4000:$58
16.1.3.7 Evaluate and expand Advancement Via Individual Determination (AVID) or AVID-type programs to support students first in the family to attend college; focus recruitment on targeted groups.

$194,026
LCFF Supp
1000: $29,239
2000: $26,585
3000: $6,216
4000: $13,344
5000: $118,642

16.1.3.8 Identify current and future practice in support of transient students: Develop plan for implementation 2015-16, including mid-year plans for transient students (carry over from 2014-15).

No additional cost

16.1.3.9 Implement guidance plan, evaluate, and adjust. Examine allocation of school resources, fiscal and human, in support of District Guidance Plan.

No additional cost

16.1.3.10 Continue high school counselor allocation from prior year; add 0.5 counselor allocation in order to reduce counselor/student ratios at all middle schools, including Encina 6-8 (4.5 FTE); add 2.0 counselor FTE to reduce counselor/student ratios at K-8 schools with the lowest ratios and at schools with highest densities of targeted students.

$999,254
LCFF Supp
$516,803
Title I
1000: $1,112,963
3000: $403,094

2015-2016 2854 sophomore students took the PSAT, which was an increase from 2014-2015 that yielded 442 student testers. Of the 2854 sophomores, 1914 displayed AP potential.

16.1.3.7 Created intentional focus with AVID coordinators to increase access to AVID for low-income students, foster youth, English learners, and students of color. Expanded the access to college readiness for schools such as Puente; Mathematics, Engineering, Science Achievement (MESA); and other programs that support low-income students, foster youth, English learners, and students of color. Created collaborative partnership with Roseville City School District to enhance the quality of the AVID program K-6.

$163,132
LCFF Supp
1000: $23,455
2000: $17,187
3000: $3,377
4000: $1,717
5000: $117,396

16.1.3.8 This work has been absorbed as a core planning point in other actions. Support for students who move between schools is a consideration for schools, technology services, and the foster-attendance-homeless support team.

No cost

Scope of service: K-8, middle, and high schools

__ALL__

OR:

_X_ Low Income pupils  _X_ English Learners
__Foster Youth  X Redesignated fluent English proficient__
__Other Subgroups:(Specify) Transient students____

16.1.3.9 Counselors meet monthly by group: high, middle, and K-8/elementary schools; professional development areas include: Omni, Schoology, Naviance, Suicide Prevention, Transgender Youth, PSAT, Career Technical Education (CTE), Museum of Tolerance (MoT), Keys to College, Expository Reading and Writing Course (ERWC), ARC Portfolio, and Q (student information system). Counselors have been provided updates on new programs and changes. They have also provided information and ideas on programs that affect students and families. A new district Lead Counselor was hired in July 2016.

No cost

16.1.3.10 Highly qualified counseling staff (6.5 FTE over ‘14-15) were hired, trained, and provided with continuous support. This reflects increased counseling time at all K-8 and middle schools, with greater allocations to schools with higher densities of targeted students. Ongoing English

$944,702
LCFF Supp
$430,079
Title I
1000: $1,017,958
3000: $356,823
16.1.3.10.a Provide a counselor to work with long-term English learners around goal setting, academic planning, and college/career readiness, including working with parents.

<table>
<thead>
<tr>
<th>Service</th>
<th>K-8, middle, and high school</th>
<th>K-8, middle, and high school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td>X _Low Income pupils <em>X</em> English Learners</td>
<td>X _Low Income pupils <em>X</em> English Learners</td>
</tr>
<tr>
<td></td>
<td>X Foster Youth _Redesignated fluent English proficient</td>
<td>X Foster Youth _Redesignated fluent English proficient</td>
</tr>
<tr>
<td></td>
<td>**Foster Youth **Redesignated fluent English proficient</td>
<td>**Foster Youth **Redesignated fluent English proficient</td>
</tr>
<tr>
<td></td>
<td>X Other Subgroups:(Specify) Long Term English Learners</td>
<td>X Other Subgroups:(Specify) Long Term English Learners</td>
</tr>
</tbody>
</table>

- 16.1.3.10a: Interviews failed to yield a viable counselor candidate. The EL department hired a teacher to collaborate with counselors, ELD teachers, and leadership site teams to support Long Term English Learners (LTELS) around goal setting and academic planning. Five parent-LTEL student information workshops were held in May and a middle school LTEL summer school camp is planned to prepare students for the fall CELDT.

- Late hire reduced annual cost for position for this year.

- **Scope of service:** K-8, middle, and high school

16.1.3.11 Continue providing CAHSEE intervention supports at high schools (3.01 FTE), before/after-school interventions, and tutoring, targeting students with lowest passing rates who are disproportionately low income students and English learners.

<table>
<thead>
<tr>
<th>Service</th>
<th>High schools</th>
<th>High schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td><strong>ALL</strong></td>
<td></td>
</tr>
<tr>
<td>X _Low Income pupils <em>X</em> English Learners</td>
<td>X _Low Income pupils <em>X</em> English Learners</td>
<td></td>
</tr>
<tr>
<td>X Foster Youth _Redesignated fluent English proficient</td>
<td>X Foster Youth _Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>X Other Subgroups:(Specify) Other high risk learners</td>
<td>X Other Subgroups:(Specify) Other high risk learners</td>
<td></td>
</tr>
</tbody>
</table>

- 16.1.3.11: Currently 230 students are being served at the 9 high schools in intervention classes during the school day. Approximately 50 additional students are being served during after-school tutoring programs. Given the suspension of CAHSEE testing, this service has shifted to general intervention in English and math.

- **Scope of service:** High schools

16.1.3.12 Provide services to the infants/toddlers of pregnant, parenting, and married high school students to ensure students remain enrolled in high school and receive parenting education.

<table>
<thead>
<tr>
<th>Service</th>
<th>Encina and San Juan</th>
<th>Encina and San Juan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 16.1.3.12: Six (6) enrolled high school students (2 at Encina, 1 at SJHS, 1 at Davie, and 2 home-based) each have a child enrolled and participating in the Infant/Toddler (IT) Program. This represents 4% of the IT student population.

- Increase due to negotiated agreement.
| OR: | X Low Income pupils _X_ English Learners  
  X Foster Youth _X_ Redesignated fluent English proficient  
  X Other Subgroups: (Specify) Pregnant/parenting/married students |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.13</td>
<td>Provide high-interest, engaging summer programs focused on math, science, and literacy to targeted students; identify and replicate successful programs.</td>
</tr>
</tbody>
</table>
| | $50,000  
  LCFF Supp  
  1000: $30,000  
  2000: $8,000  
  3000: $5,974  
  4000: $6,026 |

| OR: | X Low Income pupils _X_ English Learners  
  X Foster Youth _X_ Redesignated fluent English proficient  
  X Other Subgroups: (Specify) Pregnant/parenting/married students |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.14</td>
<td>Provide embedded credit recovery and acceleration opportunities at all high schools through a blended learning model in order to decrease student attrition.</td>
</tr>
</tbody>
</table>
| | $1,000,000  
  LCFF Base (SEC)  
  1000: $226,289  
  3000: $85,377  
  4000: $562,184  
  5000: $126,150 |

| OR: | X Low Income pupils _X_ English Learners  
  X Foster Youth _X_ Redesignated fluent English proficient  
  X Other Subgroups: (Specify) Other high risk learners |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.13</td>
<td>Staff from a variety of departments have designed high-interest module/theme based summer opportunities in the areas of STEM and VAPA. These high-interest and engaging summer opportunities currently serve approximately 300 Title I students in grades K-2 and about 600 eligible K-8 English learners and refugee/immigrant students. Support for articulating an estimated 360 8th to 9th grade math students has been developed with a focus on nearly proficient and non-proficient targeted students. These summer classes include a co-teaching model and digital curriculum located on high school campuses. Three math programs will be implemented in the summer of 2016 8th – 9th Grade Math transition programs include Booster and Jumpstart, and 9th-10th Grade consists of IM1 Credit Recovery using APEX (an online curriculum) at every high school.</td>
</tr>
</tbody>
</table>
| | $1,096,007  
  LCFF Supp |

| OR: | X Low Income pupils _X_ English Learners  
  X Foster Youth _X_ Redesignated fluent English proficient  
  X Other Subgroups: (Specify) Other high risk learners |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.14</td>
<td>Credit recovery sections were added at 7 high schools; two schools used local funds to add another section. Course completion rates varied from 8 courses per section to 28 courses per section across schools during the first semester. The remaining two high schools (Encina and San Juan) included students enrolled in their high school in the services previously reserved for full-time academy students, expanding the number of students served by this model. Fall semester grade results of students participating in the credit recovery programs were analyzed. As of March 31, 2279 courses have been successful for credit recovery with 962 courses outstanding.</td>
</tr>
</tbody>
</table>
| | $410,543  
  1x Mand BG  
  1000: $240,468  
  3000: $95,925  
  5000: $74,150 |

| OR: | X Low Income pupils _X_ English Learners  
  X Foster Youth _X_ Redesignated fluent English proficient  
  X Other Subgroups: (Specify) Pregnant/parenting/married students |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.15</td>
<td>Enrollment in the academies (San Juan and Encina) increased by 27 students from last year to 203</td>
</tr>
</tbody>
</table>
| | $1,065,897  
  LCFF Supp |

| OR: | X Low Income pupils _X_ English Learners  
  X Foster Youth _X_ Redesignated fluent English proficient  
  X Other Subgroups: (Specify) Pregnant/parenting/married students |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.13</td>
<td>Provide high-interest, engaging summer programs focused on math, science, and literacy to targeted students; identify and replicate successful programs.</td>
</tr>
</tbody>
</table>
| | $50,000  
  LCFF Supp  
  1000: $30,000  
  2000: $8,000  
  3000: $5,974  
  4000: $6,026 |

| OR: | X Low Income pupils _X_ English Learners  
  X Foster Youth _X_ Redesignated fluent English proficient  
  X Other Subgroups: (Specify) Pregnant/parenting/married students |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.3.14</td>
<td>Provide embedded credit recovery and acceleration opportunities at all high schools through a blended learning model in order to decrease student attrition.</td>
</tr>
</tbody>
</table>
| | $1,000,000  
  LCFF Base (SEC)  
  1000: $226,289  
  3000: $85,377  
  4000: $562,184  
  5000: $126,150 |
### 16.1.3.15 Integrate blended learning program into regular school program at Encina and San Juan (integration of Advanced Path Academies).

<table>
<thead>
<tr>
<th>LCFF Supp</th>
<th>$676,873</th>
<th>$126,415</th>
<th>$289,943</th>
<th>$72,666</th>
</tr>
</thead>
</table>

| students served. This was primarily due to an increase in co-enrollment of students rather than full-time blended learning students. Average courses completed per enrolled student ranged from 2.3 to 3.6, with the lower rate at the school with more co-enrollment and smaller full-time enrollment. Fall semester grade results of students enrolled in an “Academy” were analyzed. Fall semester grade results: San Juan – 271 courses completed. Encina – 401 courses completed. |

### Scope of service:

| ALL |

| OR: |

<table>
<thead>
<tr>
<th>Low Income pupils</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups:(Specify)</td>
<td>Other high risk learners</td>
</tr>
</tbody>
</table>

### 16.1.3.16 Provide an alternative continuation school through a blended learning program for students in 11th and 12th grades.

<table>
<thead>
<tr>
<th>LCFF Base</th>
<th>$229,859</th>
<th>$99,725</th>
<th>$121,616</th>
<th>$4,000</th>
<th>$36,334</th>
</tr>
</thead>
</table>

| Enrollment in the continuation school increased by 23 students to 78 this year. Average course completion rate was 1.5 courses per student, which was a slight increase from 2014-15. |

### Scope of service:

| La Entrada Continuation High School |

| OR: |

<table>
<thead>
<tr>
<th>Low Income pupils</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups:(Specify)</td>
<td>At-risk learners</td>
</tr>
</tbody>
</table>

### What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Within Focus 3 under Goal 1, the focus was largely on secondary students. Integrated Math 1 was implemented for all ninth graders (who are not accelerated) with reduced class size and a support class as needed (1.3.3, 1.3.4). Professional learning noted earlier (1.1.9) is supporting teachers as the new program is implemented. Course completion for IM1 is still lagging, although results for English learners and students with disabilities showed improvement (1.1.11). In middle school, intervention models are being piloted with best practices discussions to continue as schools determine characteristics of successful models (1.3.5). These math supports will continue for 2016-17.

Issues of access are being explored and support services are being implemented, including a review of supports for transition to college (1.3.7), graduation requirements (1.3.2), academic interventions (1.3.11), and counseling services (1.3.9, 1.3.10, 1.3.10a, 1.3.11). Staff is working collaboratively to use high-interest summer programs as an additional support for students who need extra help (1.3.13). This data should result in increases in course enrollment and completion (1.3.a, 1.3.e, 1.3.f) over time as barriers...
are removed. Support for expansion of supports beyond the school year and those which provide transition to post-high-school opportunities should be expanded in 2016-17.

Increased services are being provided to retain students in high school. Credit recovery during the school day is now available on every campus (1.3.14) with full-day options at three sites (1.3.15, 1.3.16). Infant/toddler supports are available for pregnant, parenting, and married teens as well (1.3.12). Counseling services (1.3.10, 1.3.10a) are also critical in ensuring that students continue in high school, overcome challenges, and continue to graduation. Alignment of these services across the district through a district lead counselor would benefit all students, and especially those in targeted groups. These efforts should reflect positively on graduation and dropout rates seen over the next several years.

### Reorganization of Actions and Services in 2016-17

<table>
<thead>
<tr>
<th>G1: Focus 1</th>
<th>G1: Focus 2</th>
<th>G1: Focus 3</th>
<th>G1: Focus 4</th>
<th>G1: Focus 5</th>
<th>G1: Focus 6</th>
<th>G1: Focus 7</th>
<th>G1: Focus 8</th>
<th>G1: Focus 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Math</td>
<td>English Lns</td>
<td>Foster Youth</td>
<td>Graduation</td>
<td>College Career</td>
<td>Site Svcs</td>
<td>District Svcs</td>
<td>Staff</td>
</tr>
<tr>
<td>1.3.3</td>
<td>1.3.4</td>
<td>1.3.10a</td>
<td>1.3.9</td>
<td>1.3.10</td>
<td>1.3.6</td>
<td>1.3.7</td>
<td>1.3.6</td>
<td></td>
</tr>
<tr>
<td>1.3.5</td>
<td></td>
<td></td>
<td></td>
<td>1.3.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Original GOAL from prior year LCAP:

**Goal 1:** Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

**Focus 4:** Provide student-driven, engaging, and relevant classes and activities on campuses.

### Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__

COE only:  9__ 10__

Local: Specify ____________________

### Goal Applies to:

Schools: All

Applicable Pupil Subgroups: (as indicated by specific action)

### Expected Annual Measurable Outcomes:

1.4.a Attendance: Increase attendance rate for all groups with rates below 95% by 0.2%.

Attendance Rate Targets

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance: 94.6</td>
<td>95.0</td>
<td>93.5</td>
<td>91.7</td>
<td>92.2</td>
<td>94.4</td>
<td>94.9</td>
<td>95.0</td>
<td>93.1</td>
<td></td>
</tr>
</tbody>
</table>

1.4.b Attendance: Reduce percent of chronically absent students by 5% for low income students, foster youth, and African American students, and by 1% for all other groups (to <8% by group).

Percent Chronically Absent Targets

### Actual Annual Measurable Outcomes:

1.4.a At the end of the year, the district increased the attendance rate by 0.1% but did not meet the goal of a 0.2% increase. Low income students increased 0.1%, while foster youth students decrease by 1.1% and English learners decreased by 0.1%.

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate (growth from ’14-15)</td>
<td>94.5</td>
<td>97.7</td>
<td>93.4</td>
<td>89.9</td>
<td>92.2</td>
<td>94.2</td>
<td>94.7</td>
<td>98.0</td>
<td>93.2</td>
</tr>
<tr>
<td>(M) Maintained 95% level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.4.b At the end of the year, the district reduced the percent of chronically absent students by 0.2%, but did not meet the goal of a reduction of 5%. English learner students increased by 0.6% and foster youth students increased by 9.6% while low income students reduced their rate by 1.1%.
1.3.d **Dropout Rates**: Decrease high school dropout rates for all students; for African American students, Hispanic students, low income students, foster youth, and students with disabilities decrease the rate by 1% to less than 3%. [NOTE: Repeated from Goal 1 Focus 3]

Dropout Rate Targets for ’14-15

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td>15.7</td>
<td>13.2</td>
<td>17.2</td>
<td>24.8</td>
<td>24.6</td>
<td>17.0</td>
<td>13.5</td>
<td>9.2</td>
<td>23.0</td>
</tr>
</tbody>
</table>

1.4.c1 **College Readiness English Language Arts**: Establish new baseline for college readiness rates (Early Assessment Program [EAP]) as measured by grade 11 Smarter Balanced assessment.

1.4.c2 **College Readiness Mathematics**: Establish new baseline for college readiness rates (EAP) as measured by grade 11 Smarter Balanced assessment.

1.4.d **College Readiness**: Increase percent of students with a college-ready qualifying score on AP/IB exams by 3%.

Percent of Students Targets for 2014-2015

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>22.1</td>
<td>5.9</td>
<td>11.0</td>
<td>7.3</td>
<td>9.4</td>
<td>14.6</td>
<td>23.4</td>
<td>22.8</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Percent Chronically Absent (growth from ’14-15)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>16.5</td>
<td>14.8</td>
<td>21.1</td>
<td>39.4</td>
<td>29.8</td>
<td>17.2</td>
<td>14.4</td>
<td>9.3</td>
<td>21.6</td>
</tr>
<tr>
<td>Change</td>
<td>(-0.2)</td>
<td>(-0.6)</td>
<td>(-1.1)</td>
<td>(9.6)</td>
<td>(0.2)</td>
<td>(-0.8)</td>
<td>(-0.1)</td>
<td>(-9.9)</td>
<td>(-2.4)</td>
</tr>
</tbody>
</table>

1.3.d For the class of 2014-15, the district decreased the cohort dropout rate by 0.4%. The district met the goal of a 1% decrease for English learners (decrease of 1.4%) and low income students (decrease of 1.6%).

Dropout Rates for ’14-15 students (change from ’13-14)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td>9.2</td>
<td>18.0</td>
<td>13.0</td>
<td>NA</td>
<td>15.4</td>
<td>16.0</td>
<td>6.5</td>
<td>NA</td>
<td>14.6</td>
</tr>
<tr>
<td>Change</td>
<td>(-0.4)</td>
<td>(-1.4)</td>
<td>(-1.6)</td>
<td>NC</td>
<td>(-5.3)</td>
<td>(1.6)</td>
<td>(0.9)</td>
<td>NC</td>
<td>(-3.6)</td>
</tr>
</tbody>
</table>

1.4.c1 The district’s new baseline for the English Language Arts Early Assessment Program (EAP) is 51.2% of current 12th graders scoring conditionally exempt or exempt.

Percent Ready for College Baseline

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>51.2</td>
<td>3.0</td>
<td>36.1</td>
<td>26.5</td>
<td>27.4</td>
<td>37.7</td>
<td>35.1</td>
<td>43.1</td>
<td>8.9</td>
</tr>
</tbody>
</table>

1.4.c2 The district’s new baseline for the mathematics EAP is 26.5% of current 12th graders scoring conditionally exempt or exempt.

Percent Ready for College Baseline

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>26.5</td>
<td>2.4</td>
<td>13.6</td>
<td>6.0</td>
<td>7.2</td>
<td>14.1</td>
<td>28.5</td>
<td>23.0</td>
<td>2.3</td>
</tr>
</tbody>
</table>

1.4.d For the 2015-2016 grade 12 students, the percent of seniors with 1 or more AP test scores of a 3 or higher increased by 1.6% and the district did not meet the goal of a 3% increase. English learners and foster youth students decreased (0.9% and 4.3%) while low income students increased by 0.3%.

Percent of Students 2015-2016 (change from 14-15)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>19.9</td>
<td>0.0</td>
<td>9.1</td>
<td>0.0</td>
<td>6.7</td>
<td>10.9</td>
<td>22.1</td>
<td>18.0</td>
<td>0.3</td>
</tr>
<tr>
<td>Change</td>
<td>(-0.8)</td>
<td>(-1.8)</td>
<td>(-0.8)</td>
<td>NC</td>
<td>(-0.1)</td>
<td>(-3.2)</td>
<td>(-1.0)</td>
<td>(0.9)</td>
<td>(-1.2)</td>
</tr>
</tbody>
</table>

NC: No Change
1.4.e **College Readiness**: Increase rate of graduates in all groups completing a career/technical (CTE) sequence capstone course by 3% (to 80%).

Percent of Students Targets for ‘14-15

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>14.3</td>
<td>10.9</td>
<td>12.0</td>
<td>10.7</td>
<td>9.5</td>
<td>11.3</td>
<td>14.2</td>
<td>22.3</td>
<td>11.3</td>
</tr>
</tbody>
</table>

1.4.f **College Readiness**: Increase rate of graduates in all groups completing either A-G requirements or a career/technical sequence capstone course by 3% (to 80%).

Percent of Students Targets for ‘14-15

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>41.4</td>
<td>10.7</td>
<td>26.9</td>
<td>3.0</td>
<td>25.5</td>
<td>30.2</td>
<td>43.3</td>
<td>41.6</td>
<td>6.8</td>
</tr>
</tbody>
</table>

1.4.g **Access**: Increase rate of middle school African American students, Hispanic students, English learners, foster youth, and students with disabilities in Honors and International Baccalaureate classes by 4%.

Percent of Students Targets

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>34.2</td>
<td>6.5</td>
<td>16.0</td>
<td>14.2</td>
<td>17.4</td>
<td>23.0</td>
<td>39.5</td>
<td>34.4</td>
<td>8.0</td>
</tr>
</tbody>
</table>

1.4.h **Engagement**: Decrease dropout rate at middle school by 5% to fewer than 20 students overall.

1.4.i **Basic Services**: Maintain a 2-day average for enrollment and scheduling of foster youth.

1.4.j **Basic Services**: Maintain a 2-day average to complete academic history of foster youth.

**Abbreviations:** All (all students), EL (English learner students), LI (low income students), FY (foster youth students), AA (African American students), HI (Hispanic/Latino students), WH (white students), RF (reclassified fluent English students), and SD (students with disabilities).

---

1.4.e For the class of 2014-15, the percent of graduating seniors who completed a CTE capstone course decreased by 0.1% and the district did not meet the goal of a 3% increase. English learner and foster youth students decreased (3.2% and 7.7%) while low income students had an increase of 1.5%.

Percent of Students for ‘14-15 (growth from ‘13-14)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>11.2</td>
<td>4.7</td>
<td>10.5</td>
<td>0.0</td>
<td>6.0</td>
<td>8.6</td>
<td>9.6</td>
<td>15.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Growth</td>
<td>(-0.1)</td>
<td>(-3.2)</td>
<td>(1.5)</td>
<td>(-7.7)</td>
<td>(-0.5)</td>
<td>(0.3)</td>
<td>(-1.6)</td>
<td>(-3.7)</td>
<td>(-5.0)</td>
</tr>
</tbody>
</table>

1.4.f For the class of 2014-15, the district increased the percent of students who met either the A-G requirements or a CTE capstone requirement by 3.1% and met the goal of a 3% increase. Low income students (increase of 6.9%) and foster youth students (increase 7.1%) met the goal, while English learner students did not (increase of 2.5%).

Percent of Students for ‘14-15 (growth from ‘13-14)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>41.5</td>
<td>10.2</td>
<td>30.8</td>
<td>7.1</td>
<td>27.2</td>
<td>29.8</td>
<td>43.0</td>
<td>37.4</td>
<td>8.5</td>
</tr>
<tr>
<td>Growth</td>
<td>(3.1)</td>
<td>(2.5)</td>
<td>(6.9)</td>
<td>(7.1)</td>
<td>(4.7)</td>
<td>(2.6)</td>
<td>(2.7)</td>
<td>(-1.2)</td>
<td>(4.7)</td>
</tr>
</tbody>
</table>

1.4.g At the end of the year, the district did not meet the goal of a 4% increase for African American students (decreased 0.8%), Hispanic students (decreased 2%), English learners (decreased 2.5%), foster youth students (decreased 10.2%), and students with disabilities (decreased 3.6%).

Percent of Students (growth from ‘14-15)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>32.3</td>
<td>0.0</td>
<td>15.9</td>
<td>0.0</td>
<td>12.6</td>
<td>17.0</td>
<td>38.2</td>
<td>30.7</td>
<td>0.4</td>
</tr>
<tr>
<td>Growth</td>
<td>(-1.9)</td>
<td>(-0.1)</td>
<td>(-10.2)</td>
<td>(-0.8)</td>
<td>(-2.0)</td>
<td>(-1.3)</td>
<td>(-3.7)</td>
<td>(0.4)</td>
<td>(-3.6)</td>
</tr>
</tbody>
</table>

1.4.h In the ‘14-15 school year, the district had 33 middle school dropouts. This was a decrease of 1 from the prior year. The district did not meet the goal of 20 or fewer students.

1.4.j At the end of the semester, the average time for enrollment of foster youth is 1.68 days. The district met the goal of maintaining a 2-day average.

1.4.j At the end of the semester, the average time for updating records for foster youth including transcripts is 2.48 days. The district did not yet meet the goal of maintaining a 2-day average.
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
</table>
| 16.1.4.1 Support multiple seasons of middle school sports at all middle schools. | $33,218
LCFF Base (SEC)
1000: $13,500
2000: $13,500
3000: $3,218
5000: $3,000 | 16.1.4.1 Six (6) of the 9 middle schools have a district-sponsored wrestling team with certified coaches. Middle school track will started in March 2016. | $33,646
LCFF Base
1000: $12,439
2000: $15,237
3000: $1,943
4000: $1,686
5000: $2,341 |

Scope of service: Middle schools

_X ALL

OR:

___Low Income pupils ___English Learners
___Foster Youth ___Redesignated fluent English proficient
___Other Subgroups:(Specify)

16.1.4.2 Develop/support arts programs and arts integration at schools (with over 40% targeted students) who have few/no programs | $75,000
LCFF Supp
1000: $40,000
2000: $10,000
3000: $7,822
4000: $7,178
5000: $10,000 | 16.1.4.2 Music, art, and integration programs and curriculum are being offered at 12 schools that previously had few or no art classes. All programs are enjoying culminating events such as public performances or gallery shows. The Charles Peck arts integration teacher was nominated for an Artie (district award for arts education) for her innovative blending of music and language arts in the classroom. | $29,512
LCFF Supp
1000: $6,149
2000: $9,612
3000: $1,346
4000: $2,909
5000: $9,497
Program costs less than expected |

Scope of service: Targeted schools TBA

_ALL

OR:

X ___Low Income pupils ___English Learners
X ___Foster Youth ___Redesignated fluent English proficient
X ___Other Subgroups:(Specify)

Other high-risk students

Scope of service: Encina, Carmichael, Dyer-Kelly, Grand Oaks, Greer, Mariposa, Northridge, Peck, San Juan, Starr King, Sylvan, Whitney

_X ALL

OR:

___Low Income pupils ___English Learners
___Foster Youth ___Redesignated fluent English proficient
___Other Subgroups:(Specify)

Other high-risk students
<table>
<thead>
<tr>
<th>16.1.4.3 Create and approve courses, programs, clubs, and activities that match student interests.</th>
<th>$50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base (SEC)</td>
<td>1000: $45,000</td>
</tr>
<tr>
<td>3000: $4,355</td>
<td></td>
</tr>
<tr>
<td>4000: $645</td>
<td></td>
</tr>
</tbody>
</table>

16.1.4.3 Eight secondary schools have applied for and received funding for student-driven activities totaling over $38,825. These activities address student interests such as energy conservation, dance, art, equity issues, and robotics. |

<table>
<thead>
<tr>
<th>$30,412</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Base</td>
</tr>
<tr>
<td>1000: $745</td>
</tr>
<tr>
<td>3000: $585</td>
</tr>
<tr>
<td>5000: $10,711</td>
</tr>
</tbody>
</table>

Applications were for less than allocated funds.

**Scope of service:** All schools  

_S X_ALL_  

OR:  

- Low Income pupils  
- English Learners  
- Foster Youth  
- Redesignated fluent English proficient  
- Other Subgroups: (Specify)

<table>
<thead>
<tr>
<th>16.1.4.4 Middle schools will refine and enhance Honors course development in alignment with CCSS.</th>
<th>No additional cost</th>
</tr>
</thead>
</table>

16.1.4.4 Staff analyzed elementary expectations and middle school entry levels and identified possible supports to increase engagement of low income students, English learners, African American and Latino students, and students with disabilities. Communication for advanced elementary programs was widened to all schools. |

| No cost |

**Scope of service:** Middle schools  

_S X_ALL_  

OR:  

- Low Income pupils  
- English Learners  
- Foster Youth  
- Redesignated fluent English proficient  
- Other Subgroups: (Specify)

<table>
<thead>
<tr>
<th>16.1.4.5 Administer PSAT for all 10th grade students during the school day in order to increase enrollment in advanced coursework for a more diverse student population.</th>
<th>$50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Supp 5000: $50,000</td>
<td></td>
</tr>
</tbody>
</table>

16.4.4.5 Over 90% of 10th graders took the PSAT in October. Each high school created an informational plan to support students, families, and staff with knowledge and understanding of PSAT data, Advanced Placement (AP), potential college readiness, and individualized tutorials with Khan Academy. A PSAT & College/Career Readiness plan for 2016/2017 for all high schools was developed. |

<table>
<thead>
<tr>
<th>$43,291</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Supp 5000: $43,291</td>
</tr>
</tbody>
</table>

16.1.4.6 AP course audit assessment of access, supports, and achievement at final three high schools participated in (total of nine). |

| No cost |

16.1.4.6 AP Audit: College Board did not send a team in the spring of 2016 to complete its three-year audit. Due to scheduling complications this will occur in fall 2016. |

| No cost |
16.1.4.7 Increase the number of teachers trained in Advanced Placement in order to increase the number of course offerings.

16.1.4.8 Pay for partial AP/IB test fees for students needing assistance in order to increase testing rates of low income students.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>High schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td><em>Low Income pupils</em></td>
<td><em>English Learners</em></td>
</tr>
<tr>
<td><em>Foster Youth</em></td>
<td><em>Redesignated fluent English proficient</em></td>
</tr>
<tr>
<td><em>Other Subgroups:(Specify)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LCFF Base</th>
<th>LCFF Supp</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000: $15,000</td>
<td>$28,000</td>
</tr>
</tbody>
</table>

16.1.4.7 Staff will be meeting with College Board representatives to determine an effective strategy to increase proficiency and expansion of AP-trained teachers. Interested English teachers will be invited to participate in AP strategy training. Current AP literature teachers will be invited to advanced training, and new AP teachers will be invited to initial training. Trainings will take place in the fall.

16.1.4.8 The district submitted a request for funding to the California Department of Education through the AP/IB Test Fee Reimbursement Program. The total number of income eligible students who took AP examinations in 2016 was 493, an increase of 158 students over the previous year (total exams take was 685). The total number of income eligible students who took the IB examinations was 65, an increase of 6 over the previous year (total exams take was 152). The total reimbursement funding request submitted was $26,030 for AP and $14,896 for IB.

16.1.4.9 Increase outreach to middle school students through professional development opportunities for vertical articulation and industry readiness skills between middle grades and high school CTE programs.

16.1.4.10 Expand and refine CTE pathways for Introduction to Innovation and Design-Advanced Manufacturing (San Juan High School) and Transportation-Automotive Service (Del Campo High School).

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>High schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td><em>Low Income pupils</em></td>
<td><em>English Learners</em></td>
</tr>
<tr>
<td><em>Foster Youth</em></td>
<td><em>Redesignated fluent English proficient</em></td>
</tr>
<tr>
<td><em>Other Subgroups:(Specify)</em></td>
<td></td>
</tr>
</tbody>
</table>

16.1.4.9 Vertical articulation has been finalized between Wood at Pasteur and Wood Specialties at Casa Roble; they complete their first civil service collaborative project with Folsom Zoo. Additional vertical articulation and civil service project development are between Arden and Rio Americano. Planning and development is underway for middle school articulation production and performance pathways (Sylvan and Mesa Verde), Innovation and Design-Advanced Manufacturing (Sylvan and San Juan High School), and Project Lead the Way Engineering at Bella Vista from feeder schools.

16.1.4.10 Expansion of program has included 11th and 12th grade courses on Manufacturing and Development and Advanced Manufacturing (San Juan High School), and a complete pathway for Automotive Service has been attained (Del Campo High School).
### 16.1.4.11 Improve collaboration and articulation with local agencies and institutes of higher education to increase student career readiness upon completion of high school CTE programs by expanding articulation agreements with post-secondary education.

No additional cost

There are 23 articulation agreements on file allowing students to earn dual high school and college credit. Additionally 12 CTE & 3 CTE Integrated courses are approved as A-G courses. Another 12 CTE courses are pending approval for A-G. The district has finalized California State University (CSU) articulation between the California State University Sacramento (CSUS) Accelerated College Entrance (ACE) program and El Camino. Planning is underway of articulation and mentorship between San Juan High School (Innovation Design) and American River College (ARC) (Design Technology).

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>K-8, middle, and high schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>X ALL</td>
<td></td>
</tr>
<tr>
<td><strong>OR:</strong></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups:</td>
<td>(Specify)</td>
</tr>
</tbody>
</table>

### 16.1.4.12 Improve collaboration with key staff in local agencies and other entities providing care and services to foster youth within the local educational agency (LEA), as well as local community colleges, Regional Occupational Programs, and/or other CTE providers to facilitate high school age foster youths’ participation in CTE programs.

No additional cost

16.1.4.12 Staff participated in CA Perkins Joint Special Populations Advisory Committee “Meeting the Needs of Foster Youth in K-12 Public Education” in December. School counselors and foster youth social worker have met with 195 foster youth (August–April) in grades 9-12 to plan an individualized course of study based on student goals.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Foster youth in high schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>X ALL</td>
<td>16.1.4.12 Foster Youth Services (FYS) Office collaborated with Sacramento County Office of Education Foster Youth Services to begin piloting Dashboard Alerts on the Foster Focus Student Information System. Beginning September 22, 2015, SJUSD FYS staff began receiving daily alerts for foster youth who were chronically absent, truant, or suspended; had upcoming Individual Education Plans (IEPs); had court dates; or had placement changes. Over</td>
</tr>
<tr>
<td><strong>OR:</strong></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils</td>
<td>Foster Youth Services (FYS) Office collaborated with Sacramento County Office of Education Foster Youth Services to begin piloting Dashboard Alerts on the Foster Focus Student Information System. Beginning September 22, 2015, SJUSD FYS staff began receiving daily alerts for foster youth who were chronically absent, truant, or suspended; had upcoming Individual Education Plans (IEPs); had court dates; or had placement changes. Over</td>
</tr>
<tr>
<td>English Learners</td>
<td>Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups:</td>
<td>(Specify)</td>
</tr>
</tbody>
</table>

### 16.1.4.13 Provide sufficient staff and services to:

- Implement, evaluate progress, and adjust plan to ensure rapid enrollment and issuing of full and partial credits.
- Revise and refine foster youth data policy detailing identification of and access to information about foster youth.

$349,899 LCFF Supp $199,493 Title I Part D
1000=$293,107
2000=$57,693
3000=$123,473
4000=$47,440

16.1.4.13 Foster Youth Services (FYS) Office collaborated with Sacramento County Office of Education Foster Youth Services to begin piloting Dashboard Alerts on the Foster Focus Student Information System. Beginning September 22, 2015, SJUSD FYS staff began receiving daily alerts for foster youth who were chronically absent, truant, or suspended; had upcoming Individual Education Plans (IEPs); had court dates; or had placement changes. Over

$314,619 LCFF Supp $191,907 Title I Part D $348,941 State FY
1000=$281,757
2000=$264,435

Included in 16.1.4.9
Work with comprehensive high schools to ensure foster youth opportunities for 5th year enrollment to complete A-G requirements.

Implement and adjust plan to ensure a minimum of 80% of foster youth receive education advisement in 2015-16.

Scope of service: Foster youth in all schools

OR:

Low Income pupils  English Learners
Foster Youth  Redesignated fluent English proficient
Other Subgroups: (Specify)

Within Focus 4 under Goal 1, a number of engaging student programs began, continued, or expanded. These actions/services are intended to increase student engagement, resulting in increased attendance and performance. Arts programs were expanded at 12 schools (1.4.2); middle school sports expanded this winter/spring (1.4.1); and allocations were made to eight secondary schools to support actions, clubs, or programs driven by student interests (1.4.3). Attendance rates did rise although likely for a variety of reasons (1.4.b). In order to increase student engagement, classroom practice will be strengthened, particular emphasizing civic engagement and social justice.

Increased access to rigorous and challenging coursework was approached by examining strategies to engage more learners from targeted groups in the middle school Honors classes (1.4.4) and through administration of the PSAT for all tenth graders in order to identify students with potential for Advanced Placement coursework in the future and support their college preparation (1.4.5). Additional AP training for teachers is planned in order to meet potential increases in demand for coursework (1.4.6, 1.4.7). Increased test fee reimbursement funds are being allocated to schools to ensure that students register and take exams, regardless of financial constraints (1.4.8). The use of the PSAT is being expanded to include grade 11 based upon research showing that students (in the targeted groups) benefit from a second administration prior to taking the SAT.

Career/Technical programs are expanding, including the addition of articulation between middle and high schools (1.4.9), strengthening existing pathways (1.4.10), and creating bridges with local colleges (1.4.11). Foster youth who are involved with career/tech programs also received assistance in creating an individualized learning plan based on a student’s goals (1.4.13). Rates of students completing A-G or CTE rose in the class of 2015, with CTE completions up for low income students (1.4.e, 1.4.f). Program expansion will continue to support increased student outcomes in 2016-17.

Reorganization of Actions and Services in 2016-17

<table>
<thead>
<tr>
<th>G1: Focus 1 Literacy</th>
<th>G1: Focus 2 Math</th>
<th>G1: Focus 3 English Lnrs</th>
<th>G1: Focus 4 Foster Youth</th>
<th>G1: Focus 5 Graduation</th>
<th>G1: Focus 6 College Career</th>
<th>G1: Focus 7 Site Svcs</th>
<th>G1: Focus 8 District Svcs</th>
<th>G2: Focus 1 Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.4.5</td>
<td>1.4.12</td>
<td>1.4.1</td>
<td></td>
</tr>
<tr>
<td>1.4.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.4.7</td>
<td>1.4.13</td>
<td>1.4.2</td>
<td>1.4.1</td>
</tr>
<tr>
<td>1.4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.4.8</td>
<td>1.4.10</td>
<td>1.4.3</td>
<td></td>
</tr>
<tr>
<td>1.4.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.4.10</td>
<td>1.4.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.4.11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 2**: Foster respectful, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

**Focus 1**: Expand health and social-emotional support services and interventions to students and their families.

<table>
<thead>
<tr>
<th>Related State and/or Local Priorities:</th>
<th>1__ 2__ 3__ 4_x 5_x 6_x 7__ 8__ 9__ 10__</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Schools: All</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Applicable Pupil Subgroups:</th>
<th>(as indicated by specific action)</th>
</tr>
</thead>
</table>

### Expected Annual Measurable Outcomes:

1. **4.a Attendance**: Increase attendance rate by 0.2% (to >95% by group). *(NOTE: Repeated from Goal 1 Focus 4)*

   **Attendance Rate Targets**
   
<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.6</td>
<td>95.0</td>
<td>93.5</td>
<td>91.7</td>
<td>92.2</td>
<td>94.4</td>
<td>94.9</td>
<td>95.0</td>
<td>93.1</td>
</tr>
</tbody>
</table>

1. **4.b Attendance**: Reduce percent of chronically absent students by 5% for low income students, foster youth, and African American students and by 1% for all other groups (to <8% by group). *(NOTE: Repeated from Goal 1 Focus 4)*

   **Percent Chronically Absent Targets**
   
<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.7</td>
<td>13.2</td>
<td>17.2</td>
<td>24.8</td>
<td>24.6</td>
<td>17.0</td>
<td>13.5</td>
<td>9.2</td>
<td>23.0</td>
</tr>
</tbody>
</table>

2. **1.a Academic Performance Index**: Monitor academic performance through internal measures until API is available in 2015-16.

2. **1.b Climate**: Decrease the rate of home/school suspensions for African American students, foster youth, and students with disabilities by 5% and for all other groups by 2% (to <5% for each group).

### Actual Annual Measurable Outcomes:

1. **4.a Attendance**: At the end of the year, the district increased the attendance rate by 0.1% but did not meet the goal of a 0.2% increase. Low income students increased 0.1%, while foster youth students decreased by 1.6% and English learners decreased by 0.1%.

   **Attendance Rate (growth from '14-15)**
   
<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.5</td>
<td>94.7</td>
<td>93.4</td>
<td>89.9</td>
<td>92.2</td>
<td>94.2</td>
<td>94.7</td>
<td>96.0</td>
<td>93.2</td>
</tr>
</tbody>
</table>

   *(M) Maintained 95% level.*

1. **4.b Attendance**: At the end of the year, the district reduced the percent of chronically absent students by 0.2%, but did not meet the goal of a reduction of 5%. English learner students increased by 0.6% and foster youth students increased by 9.6% while low income students reduced their rate by 1.1%.

   **Percent Chronically Absent (growth from '14-15)**
   
<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.5</td>
<td>14.8</td>
<td>21.1</td>
<td>39.4</td>
<td>29.8</td>
<td>17.2</td>
<td>14.4</td>
<td>9.3</td>
<td>21.6</td>
</tr>
</tbody>
</table>

   *(M) Maintained 95% level.*

2. **1.a Academic Performance Index**: The API was suspended by the state.

2. **1.b Climate**: At the end of the year, the district reduced both the home suspension rate (0.9%) and class suspension rate (0.4%) but did not meet the goal of a 2% reduction. The district met the goal of a 5% reduction in both home and class suspension rates for foster youth students (reduction of 6.4% and 12.2%) but did not meet the goals for African American students (reduction of 4.2% and an increase of 0.8%) or students with disabilities (reduction of 3.4% and 2.1%).

   **Home Suspension Rate (growth from '14-15)**
   
<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.8</td>
<td>5.3</td>
<td>12.8</td>
<td>38.4</td>
<td>22.4</td>
<td>7.6</td>
<td>5.7</td>
<td>5.0</td>
<td>14.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.7</td>
<td>7.0</td>
<td>13.0</td>
<td>37.0</td>
<td>23.2</td>
<td>8.5</td>
<td>7.0</td>
<td>5.8</td>
<td>16.0</td>
</tr>
</tbody>
</table>
Class Suspension Rate Targets

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>5.6</td>
<td>5.0</td>
<td>9.0</td>
<td>22.9</td>
<td>11.0</td>
<td>5.6</td>
<td>5.0</td>
<td>5.0</td>
<td>9.1</td>
</tr>
<tr>
<td>(M)</td>
<td>(-0.9)</td>
<td>(-0.3)</td>
<td>(-1.8)</td>
<td>(-6.4)</td>
<td>(-4.2)</td>
<td>(-1.1)</td>
<td>(-0.7)</td>
<td>(-1.0)</td>
<td>(-3.4)</td>
</tr>
</tbody>
</table>

2.1.c Climate: Maintain/reduce the rate of expulsions to 0.1% or less for all groups.

Abbreviations: All (all students), EL (English learner students), LI (low income students), FY (foster youth students), AA (African American students), HI (Hispanic/Latino students), WH (white students), RF (reclassified fluent English students), and SD (students with disabilities).

Class Suspension Rate (growth from '14-15)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>EL</th>
<th>LI</th>
<th>FY</th>
<th>AA</th>
<th>HI</th>
<th>WH</th>
<th>RF</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>7.2</td>
<td>4.6</td>
<td>10.4</td>
<td>15.7</td>
<td>16.8</td>
<td>7.0</td>
<td>6.3</td>
<td>6.6</td>
<td>11.2</td>
</tr>
<tr>
<td>(M)</td>
<td>(-0.4)</td>
<td>(M)</td>
<td>(-0.6)</td>
<td>(-12.2)</td>
<td>(-0.8)</td>
<td>(-0.6)</td>
<td>(-0.2)</td>
<td>(-2.1)</td>
<td></td>
</tr>
</tbody>
</table>

(M) Maintained 5% level.

2.1.c For the 2015-2016 school year, the district had 9 more expulsions than in the 2014-2015 school year, but the district did meet its goal of maintaining the rate of expulsions at 0.1% or less.
- 2014-2015: 37 Expulsions
- 2015-2016: 46 Expulsions

LCAP Year: 2015-16

Planned Actions/Services

16.2.1.2 Continue immunization clinic at San Juan Central for income-eligible families.

Budgeted Expenditures

$31,441
LCFF Supp
1000:$27,208
3000:$3,803
4000:$430

16.2.1.3 Continue partnership with ELICA’s Health On Wheels, providing healthcare services at targeted high-poverty schools.

No additional cost

Estimated Actual Annual Expenditures

$26,232
LCFF Supp
1000:$12,805
2000:$11,040
3000:$1,987
4000:$400

Scope of service: Low income families

ALL
OR:
_X_ Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient

Scope of service: Low income families

ALL
OR:
_X_ Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.2.1.4 Pilot models of support to address mental health, drug, alcohol, etc. issues with students.</td>
<td>$100,000</td>
<td>LCFF Supp 1000:$65,000 2000:$15,000 3000:$12,445 4000:$7,555</td>
</tr>
<tr>
<td>16.2.1.5 Increase and monitor site-based attendance incentives for sites to reduce instructional time lost due to office referrals and that increase their student attendance on traditionally high absentee days, and their overall attendance rates from year to year.</td>
<td>$92,000</td>
<td>LCFF Base (ATT) 4000:$92,000</td>
</tr>
<tr>
<td>16.2.1.6 Hire an additional School Community Worker and Intervention Specialist to provide culturally appropriate support and interventions to the most chronically absent students and their families, focused particularly on homeless students.</td>
<td>$77,215</td>
<td>LCFF Supp 2000:$52,316 3000:$24,899</td>
</tr>
<tr>
<td>16.2.1.7 Expand and deepen the implementation of research-based school-climate improvement plans (such as PBIS, San Juan, Rio Americano, El Camino, and Encina. Positive</td>
<td>$24,970</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>

**Other Subgroups:**
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Homeless students

**Program started later in the year**
- LCFF Supp 2000:$16,923 3000:$8,237 4000:$36,857 5000:$2,898 Remaining was unspent from prior awards
- LCFF Base (ATT) 2000:$2,574 3000:$282 4000:$24,930 5000:$5,951
- Remaining was unspent from prior awards

**Attendance incentives through December include**
- September Attendance Awareness Poster Contest – entries received from 31 schools; 5 individual student prizes awarded (total ~$1,000) with winning posters displayed district-wide, and school site attendance awards for November 6 and 30 (total ~$4,000). January 5 and February 23 school site attendance awards distributed (total ~$6,000).
Restorative Justice) to improve student behavior and reduce lost instructional time due to misbehavior.

16.2.1.8 Expand professional development for school staff and create behavior teams to address alternatives to suspension and early intervention for students who receive multiple days of suspension; participating schools to be identified.


OR:

**_X_ALL**

**Low Income pupils**

**English Learners**

**Foster Youth**

**Redesignated fluent English proficient**

**Other Subgroups:** (Specify)

**_X_ALL**

**Low Income pupils**

**English Learners**

**Foster Youth**

**Redesignated fluent English proficient**

**Other Subgroups:** (Specify)

16.2.1.8 Pilot and refine research-based and culturally appropriate supports and interventions for students who otherwise would lose class time due to behavior. Identify

<table>
<thead>
<tr>
<th>LCFF Supp</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75,000</td>
</tr>
<tr>
<td>CEIS</td>
</tr>
<tr>
<td>$1,044</td>
</tr>
<tr>
<td>$6,129</td>
</tr>
<tr>
<td>$21,430</td>
</tr>
<tr>
<td>$74,311</td>
</tr>
</tbody>
</table>

Behavior Interventions and Supports (PBIS) and Restorative Practices were used in 32 schools during 2015-16. These schools expanded and deepened their evidence-based programs to include training and support for Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Safe Schools Ambassadors, School-Wide Information System (SWIS) data entry, Mindful Interviewing (MI/CM), Training for Intervention Procedures (TIPS), Olweus Bullying Prevention, social-emotional learning (Second Step, We Have Skills, We Have Choices), and substance abuse prevention and intervention.

16.2.1.8 Tier 3 Behavior Support training was provided through professional development at PBIS schools already implementing Tiers 1 and 2. PBIS was expanded to 3 additional schools: Mariposa, Kingswood K-8, and Del Paso Manor. Five school sites advanced to Tier 2 training and participated in 2 full days of team training that included an overview of MTSS, universal screening, check in/check out, social-emotional learning, Restorative Practices, and team-based problem-solving with TIPS. At the end of the 2015-2016 school year, there are 32 schools listed as PBIS schools.

<table>
<thead>
<tr>
<th>LCFF Supp</th>
</tr>
</thead>
<tbody>
<tr>
<td>$22,007</td>
</tr>
<tr>
<td>CEIS</td>
</tr>
<tr>
<td>$31,995</td>
</tr>
<tr>
<td>$3,776</td>
</tr>
<tr>
<td>$30,392</td>
</tr>
<tr>
<td>$27,706</td>
</tr>
</tbody>
</table>

16.2.1.9 Coordinated Early Intervening Services (CEIS) schools piloting restorative practices are all in beginning stages of implementation. CEIS staff assigned to 9 sites are addressing alternatives to suspension, particularly for

<table>
<thead>
<tr>
<th>LCFF Supp</th>
</tr>
</thead>
<tbody>
<tr>
<td>$996,790</td>
</tr>
<tr>
<td>CEIS</td>
</tr>
<tr>
<td>$539,334</td>
</tr>
<tr>
<td>$189,237</td>
</tr>
</tbody>
</table>
schools piloting models to determine best practices to be shared across schools.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Dyer-Kelly, Sierra Oaks, Starr King, Arden, Churchill, Encina, Mesa Verde, Rio Americano, San Juan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OR: <strong>Low Income pupils</strong> <strong>English Learners</strong></th>
<th>OR: <strong>Low Income pupils</strong> <strong>English Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foster Youth</strong> <strong>Redesignated fluent English proficient</strong></td>
<td><strong>Foster Youth</strong> <strong>Redesignated fluent English proficient</strong></td>
</tr>
<tr>
<td><strong>Other Subgroups:(Specify)</strong></td>
<td><strong>Other Subgroups:(Specify)</strong></td>
</tr>
</tbody>
</table>

16.2.1.10 Increase personnel (beyond staffing standards) providing campus supervision to ensure a safe and collaborative campus climate.

| 16.2.1.10 A common theme of students feeling that there was not enough adult supervision on campuses was discovered during student listening circles. Safety and supervision were also interests presented in different ways by parents/guardians and staff members. In response, the district has added 13 FTE campus monitors and deployed them among our middle and K-8 schools. Surveys revealed significant changes of more than 2 percentage points in the number of students feeling their campus was a safe environment, with five schools showing a gain and five schools showing a drop. Parent results were similar, with five schools reporting significant gains, five showing drops, and three sites with no significant change. Staff surveys showed seven of the 13 sites with significant gains, three sites with drops, two sites with little change, and one without valid survey results. Results were inconsistent, meaning that a school might have improved in staff perceptions while falling in parent or student perceptions, etc. The district’s Safe Schools and Equity and Student Achievement offices are working collaboratively to develop training for campus monitors and other supervisory staff on the use of culturally responsive practices. |

<table>
<thead>
<tr>
<th>16.2.1.10 Increase personnel (beyond staffing standards) providing campus supervision to ensure a safe and collaborative campus climate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of service:</strong> K-8 and middle schools</td>
</tr>
<tr>
<td><strong>OR:</strong> <strong>Low Income pupils</strong> <strong>English Learners</strong></td>
</tr>
<tr>
<td><strong>Foster Youth</strong> <strong>Redesignated fluent English proficient</strong></td>
</tr>
<tr>
<td><strong>Other Subgroups:(Specify)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16.2.1.10 Increase personnel (beyond staffing standards) providing campus supervision to ensure a safe and collaborative campus climate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of service:</strong> Middle schools and Kingswood K-8, Starr King K-8, Lichen K-8, Woodside K-8, and Orangevale K-8</td>
</tr>
<tr>
<td><strong>OR:</strong> <strong>Low Income pupils</strong> <strong>English Learners</strong></td>
</tr>
<tr>
<td><strong>Foster Youth</strong> <strong>Redesignated fluent English proficient</strong></td>
</tr>
<tr>
<td><strong>Other Subgroups:(Specify)</strong></td>
</tr>
</tbody>
</table>
### 16.2.1.11 Provide funding and support for schools to develop and/or implement anti-bullying programs at their sites; allocate funds with focus on highest density schools.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Schools with highest rates of targeted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>_X_ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>__Other Subgroups:(Specify)</td>
<td></td>
</tr>
</tbody>
</table>

**16.2.1.11 Hired Bullying Prevention Specialist. Allocated funds to support Safe Schools Ambassadors at 4 schools (Howe, Edison, Starr King, and Sylvan). Provided training for bullying prevention specialist in evidence-based bullying prevention curriculum. Provided and recommended online training bullying prevention module for every school staff member. This spring and into next year, Second Step has been offered to schools with training offered from the Bullying Prevention Specialist and one of the PBIS Behavior Specialists.**

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Schools with highest rates of targeted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>_X_ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>__Other Subgroups:(Specify)</td>
<td></td>
</tr>
</tbody>
</table>

### 16.2.1.12 Pilot Learning Support Team models that coordinate academic, social-emotional, and behavioral support for targeted students; includes 2.0 FTE to be determined.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Starr King, Encina, and schools in Citrus Heights region</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>X__Low Income pupils X__English Learners</td>
<td></td>
</tr>
<tr>
<td>X__Foster Youth __Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>X__Other Subgroups:(Specify) At risk students</td>
<td></td>
</tr>
</tbody>
</table>

**16.2.1.12 Learning Support Team pilots (3) began in October 2015 at Starr King, at Encina, and in Citrus Heights (Mesa Verde, Sylvan, Lichen, and Arlington Heights). Scholastic provided four training days to the Learning Support Teams (administrators, teacher leaders, and support staff) to assist them in mapping their current resources and in developing protocols for having data discussions around social, emotional, and behavioral data. The six school teams were also trained to strategize how to fill existing gaps. A final training was provided on June 2, 2016 with district trainers.**

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Starr King, Encina, and schools in Citrus Heights region</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>X__Low Income pupils X__English Learners</td>
<td></td>
</tr>
<tr>
<td>X__Foster Youth __Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>X__Other Subgroups:(Specify) At risk students</td>
<td></td>
</tr>
</tbody>
</table>

### 16.2.1.13 Refine and expand a district-level intervention model for students with significant behavior concerns that includes school staff, the student, their family, and district and community supports.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Schools with highest rates of targeted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>_X_ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>__Other Subgroups:(Specify)</td>
<td></td>
</tr>
</tbody>
</table>

**16.2.1.13 Focus on tiers of intervention and progress monitoring to support the work in Division of Teaching and Learning (DTL) and MTSS to address significant behavior concerns. Interventions include PBIS, restorative practices, check in/check out, buddy classes, boys' & girls' clubs, lunch clubs, trauma informed care, mindfulness, peer judicial panels, conflict resolution, individual student plans, individual counseling, and social skills groups.**

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>Schools with highest rates of targeted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>_X_ALL</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>__Other Subgroups:(Specify) At risk students</td>
<td></td>
</tr>
</tbody>
</table>
Within Focus 1 under Goal 2, a number of strategies were used in support of students’ health and social-emotional needs. Student and family health were supported through expansion of the immunization clinic and continuation of the Health-On-Wheels services (2.1.2, 2.1.3). This is intended to directly affect attendance rates, along with incentive-based and direct-to-family attendance approaches (2.1.5, 2.1.6). The second strategy was to examine practices around changing student behaviors on campuses through the implementation of positive behavior supports, restorative practices, and peer-mediated models (2.1.7, 2.1.8, 2.1.9). Safety was addressed by adding campus monitors at 13 schools (2.1.10) and by strengthening the bullying prevention programs in place across the district (2.1.11). Data reflects reductions in both home and school suspensions overall and for groups except for foster youth who reflected larger decreases (2.1.b). Positive trends in safety perceptions on campuses with campus monitors were noted (2.3.b). Small increases in attendance rates and decreases in students who are chronically absent indicate supports are generally showing promise except among foster youth and English learners where chronic absences increased (1.4.a, 1.4.b).
Finally, pilots of learning support teams across the district are testing frameworks for organizing services (related to the MTSS framework mentioned in 1.2.1), and a variety of strategies are in play to support the development of culturally and linguistically responsive practices (2.1.14). Implementation of the MTSS plan will reorganize and expand on regional resources to support students’ non-academic needs in 2016-17. Plans are being developed to expand learning support team training to more schools and to develop regional Support Centers in the district in 2016-2017 in order to better support the non-academic needs of students, especially those in targeted groups, across the district.

Reorganization of Actions and Services in 2016-17

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement</td>
<td>Attendance</td>
<td>Behav/ Soc-Emot Support</td>
<td>Climate, Culture &amp; Safety</td>
<td>Parent/ Student Voice</td>
<td>Parent Engagement</td>
</tr>
<tr>
<td>2.1.2</td>
<td>2.1.4</td>
<td>2.1.9</td>
<td>2.1.10</td>
<td>2.1.11</td>
<td>2.1.14</td>
</tr>
<tr>
<td>2.1.3</td>
<td>2.1.4a</td>
<td>2.1.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.5</td>
<td>2.1.7</td>
<td>2.1.13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.6</td>
<td>2.1.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 2: Foster respectful, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

Focus 2: Increase the voice of parents and students to ensure feedback loops on key initiatives and issues.

Original GOAL from prior year LCAP:

Goal Applies to: Schools: All

Applicable Pupil Subgroups: (as indicated by specific action)

Expected Annual Measurable Outcomes:

2.2.a Climate: Increase percent of students, parents, and teachers in all groups reporting high levels of student connectedness due to meaningful participation by 2%.

Targets

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>80.2</td>
<td>64.0</td>
<td>83.9</td>
</tr>
</tbody>
</table>

2.2.b Parent/Guardian Involvement: Increase the opportunities of parents/families to provide input to school/district programs by 5%.

2.2.c Basic Services: Maintain 100% Exemplary/Good ratings for facilities in district.

Actual Annual Measurable Outcomes:

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>78.7</td>
<td>67.4</td>
<td>75.4</td>
</tr>
</tbody>
</table>

Percent (growth from ‘14-15)

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>(0.5)</td>
<td>(5.4)</td>
<td>(-6.5)</td>
</tr>
</tbody>
</table>

2.2.a In 2016, the district did not meet the goal of a 2% increase for all groups (staff, students, and parents) reporting a high level of student connectedness and meaningful participation. The percent of students increased by 5.4%, for parents the percent increased by 0.5%, and for staff there was a 6.5% decrease.

2.2.b The percent of parents/families indicating that they have an opportunity to be involved and to give input in decisions decreased by 5.2%. The district did not meet the goal of a 5% increase.

2.2.c The district has 96% of its facilities with a Good or Exemplary rating (according to the Facilities Inspection Tool [FIT]). In 2015-2016, there were 3 schools that did not meet this rating compared to 2 schools in 2014-2015. The district did not meet the goal of 100% of the facilities.
2.2.d *Parent/Guardian Involvement:* Increase the opportunities for participation of parents/families of low income students, foster youth, and English learners in programs to support student learning by 4 classes to 21 classes.

2.2.e *Parent/Guardian Involvement:* Increase the participation of parents/families of low income students, foster youth, and English learners in programs to support student learning by 10% to 516.

The district had 30 classes during the 2015-2016 school year and met the goal of 21 or more classes.

During the 2015-2016 school year, 531 parents/families have been involved in district-sponsored programs and the district met the goal of at least 516. The participation is similar for parents/families at targeted school sites (those with 55% or higher poverty). Those sites have had 303 participants.

### LCAP Year: 2015-16

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.2.2.1 Continue LCAP Parent Advisory Committee (PAC) meetings to review and refine LCAP plan.</td>
<td>$5,000</td>
<td>16.2.2.1 LCAP PAC worked collaboratively with staff throughout the year to increase understanding around services to targeted students; to analyze input and feedback from parents, students, and staff; to examine evidence of progress; and to consider potential revisions to the LCAP.</td>
<td>$5,859</td>
</tr>
<tr>
<td></td>
<td>LCFF Supp 1000:$2,700</td>
<td></td>
<td>LCFF Supp 2000:$1,843</td>
</tr>
<tr>
<td></td>
<td>2000:$500</td>
<td>16.2.2.2 A modified site planning process has been developed to support a tiered system based on individual school needs and greater alignment to the Single Plans for Student Achievement.</td>
<td>3000:$177</td>
</tr>
<tr>
<td></td>
<td>3000:$431</td>
<td>16.2.2.3 Listening Circles were expanded to provide additional feedback to LCAP Development. The following schools and programs participated in circles: Foster Youth (2/25), Homeless Youth (2/26), Lichen K-8 (3/4), Sierra Oaks (3/7), Edison K-8 (2/29) Spanish Language Circle, Will Rogers Middle (2/29), Arden Middle (2/23), Barrett Middle (2/23), Bella Vista High (3/29), Del Campo High (3/1) included parent circles as well, El</td>
<td>4000:$964</td>
</tr>
<tr>
<td></td>
<td>4000:$1,369</td>
<td></td>
<td>5000:$2,875</td>
</tr>
<tr>
<td>16.2.2.2 Communicate Strategic Plan (values, beliefs, mission)</td>
<td>$20,000</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>and ensure alignment with LCAP and school plans.</td>
<td>LCFF Supp 1000:$5,000</td>
<td>Work incurred no additional cost.</td>
<td>LCFF Supp 2000:$2,497</td>
</tr>
<tr>
<td></td>
<td>2000:$2,000</td>
<td>16.2.2.2.3 Listening Circles were expanded to provide additional feedback to LCAP Development. The following schools and programs participated in circles: Foster Youth (2/25), Homeless Youth (2/26), Lichen K-8 (3/4), Sierra Oaks (3/7), Edison K-8 (2/29) Spanish Language Circle, Will Rogers Middle (2/29), Arden Middle (2/23), Barrett Middle (2/23), Bella Vista High (3/29), Del Campo High (3/1) included parent circles as well, El</td>
<td>3000:$495</td>
</tr>
<tr>
<td></td>
<td>3000:$1,141</td>
<td></td>
<td>4000:$1,712</td>
</tr>
<tr>
<td></td>
<td>4000:$2,859</td>
<td></td>
<td>5000:$15,286</td>
</tr>
<tr>
<td></td>
<td>5000:$9,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2.2.3 Expand listening circles involving students, parents/guardians, and staff to</td>
<td>$25,000</td>
<td></td>
<td>$22,248</td>
</tr>
<tr>
<td>provide insight, input, and feedback on key initiatives and issues.</td>
<td>LCFF Supp 1000:$15,000</td>
<td></td>
<td>LCFF Supp 2000:$2,258</td>
</tr>
<tr>
<td></td>
<td>3000:$2,129</td>
<td></td>
<td>3000:$495</td>
</tr>
<tr>
<td></td>
<td>4000:$7,871</td>
<td></td>
<td>4000:$1,712</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5000:$15,286</td>
</tr>
</tbody>
</table>
Scope of service: All schools

_**ALL**_

OR:
X _Low Income pupils_ X _English Learners_
X Foster Youth X Redesignated fluent English proficient
__Other Subgroups:(Specify)

**16.2.2.4** Expand Parent University to develop parent leaders' skills to be leaders at the school site level and give them specific strategies to support their children’s learning at home. Continued emphasis on schools with 50% or more low income students. Expand creating video library of workshops for remote access.

$3,000
LCFF Supp
4000:$3,000

16.2.2.4 Parent University topics this year included home/school communication, bullying prevention, effective parent/teacher conferences, Common Core math, conflict resolution, homework strategies, and internet safety. Over half of attendees have been from schools with 50% or more low income students. Videos of Parent University classes are posted on our district website.

http://www.sanjuan.edu/ParentUniversity

**$10,454**
LCFF Supp
1000:$1,491
2000:$1,681
3000:$378
4000:$6,904

Increased costs of program with SCOE

Scope of service: Target schools with 50% or more low income students

_**ALL**_

OR:
_X _Low Income pupils_ _English Learners_
__Foster Youth__ _Redesignated fluent English proficient_
__Other Subgroups:(Specify)

**16.2.2.5** Pilot expanded parent liaison position in interested high-poverty schools. Training and support offered centrally. Evaluate and refine as needed.

Site funded

16.2.2.5 We are using LCFF supplemental dollars to fund a Parent Liaison at Arlington Heights, Carriage, Woodside, and Thomas Kelly. These are non-Title I schools with over 50% free and reduced lunch students. We have Parent or Community Liaisons at 20 of 22 Title I schools (90%). Family and Community Engagement (FACE) has proposed moving to a Community Liaison model for our high-poverty schools with expanded hours and responsibility to increase family engagement and community outreach. This model would be a blend of site and district funding.

Site funded
16.2.2.6 Increase family engagement, parent education, and community outreach opportunities through expansion of Academic Partnership Conferences to additional schools based on data and stakeholder feedback.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>ALL</td>
</tr>
<tr>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
</tr>
<tr>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
</tr>
<tr>
<td>__Other Subgroups:(Specify)</td>
<td>__Other Subgroups:(Specify)</td>
</tr>
</tbody>
</table>

| 16.2.2.6 Fall Academic Partnership Conference (APC) was in conjunction with the Leadership and Culture Series featuring Dr. Anthony Muhammad. 66% of parents in attendance were from high-poverty schools. Spring APC was held on February 23 (elementary) and February 24 (secondary) focusing on Restorative Practices to improve school climate and resolve disputes within schools, as well as the larger community. 76% of parents who attended were from high poverty schools. |
|-------------------|------------|
| Scope of service: | All schools |
| OR:               | ALL        |
| _X_ Low Income pupils  _X_ English Learners | _X_ Low Income pupils  _X_ English Learners |
| __Foster Youth__ Redesignated fluent English proficient | __Foster Youth__ Redesignated fluent English proficient |
| __Other Subgroups:(Specify) | __Other Subgroups:(Specify) |

<table>
<thead>
<tr>
<th>16.2.2.6</th>
<th>$25,000 LCFF Supp 4000:$12,000 5000:$13,000</th>
</tr>
</thead>
</table>

16.2.2.7 Continue the development and use of site-based Family Resource Centers. Update and revise the online Family Resource Center based on data and feedback.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>ALL</td>
</tr>
<tr>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
</tr>
<tr>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
</tr>
<tr>
<td>__Other Subgroups:(Specify)</td>
<td>__Other Subgroups:(Specify)</td>
</tr>
</tbody>
</table>

16.2.2.7 Twenty-two schools received FACE mini-grants to purchase needed supplies to increase and improve family engagement at their schools. FACE Coordinator works with Liaisons each month about how to promote family engagement and use of the family resource centers.

<table>
<thead>
<tr>
<th>16.2.2.7</th>
<th>$5,000 LCFF Supp 4000:$1,000 5000:$4,000</th>
</tr>
</thead>
</table>

16.2.2.8 Expand Breaking the Code classes to be offered 3 times per year throughout the district, focused on preparing parents of middle and high school students for success in secondary school so that they successfully transition to college and career. Begin to create videos of workshops in major languages so that content can be accessed remotely.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>ALL</td>
</tr>
<tr>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
</tr>
<tr>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
</tr>
<tr>
<td>__Other Subgroups:(Specify)</td>
<td>__Other Subgroups:(Specify)</td>
</tr>
</tbody>
</table>

16.2.2.8 Breaking the Code was renamed Keys to College, Keys to College was held this year at Carnegie, Pasteur, El Camino, Edison, and Will Rogers. The Sacramento Educational Cable Consortium (SECC) has videotaped the class series and it is available on the Online Family Resource Center: http://www.sanjuan.edu/Page/600

<table>
<thead>
<tr>
<th>16.2.2.8</th>
<th>$5,196 LCFF Supp 5000:$5,196</th>
</tr>
</thead>
</table>

16.2.2.9 Expand the Parent Leadership Academy series offered at least two times each year to educate parents regarding district-wide governance issues and prepare parents to have greater voice on district-wide leadership.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>ALL</td>
</tr>
<tr>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
<td><em>X</em> Low Income pupils  <em>X</em> English Learners</td>
</tr>
<tr>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
<td><strong>Foster Youth</strong> Redesignated fluent English proficient</td>
</tr>
<tr>
<td>__Other Subgroups:(Specify)</td>
<td>__Other Subgroups:(Specify)</td>
</tr>
</tbody>
</table>

16.2.2.9 Parent Leadership Academy was offered twice last year, but we had little response to the fall class. A full 6 week series was held in April 2016 with six parent leaders completing the training. These parents will be encouraged to participate in the LCAP parent committee in the Fall of 2016.

<table>
<thead>
<tr>
<th>16.2.2.9</th>
<th>$8,000 LCFF Supp 2000:$2,736 3000:$264 4000:$5,000</th>
</tr>
</thead>
</table>

16.2.2.9 | $829 LCFF Supp 2000:$184 3000:$6 4000:$531 5000:$107 |
### Scope of service:

**All schools**

<table>
<thead>
<tr>
<th>OR:</th>
<th>Low Income pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesignated fluent English proficient</th>
<th>Other Subgroups: (Specify)</th>
</tr>
</thead>
</table>

| 16.2.2.10 Expand use of Parent Teacher Data Meeting conference model to 5 more schools (10 total) with 50% or more low income students. | $20,000 | LCFF Supp |
| | 1000: $11,385 | 3000: $1,615 |
| | 4000: $4,000 | 5000: $3,000 |

16.2.2.10 The Academic Parent Teacher Team (APTT) model was started this year at Kingswood, Lichen, Mariposa, Starr King, Will Rogers, and Whitney. APTT is expanding to Howe Avenue, Dyer-Kelly, and Coyle for the 2016-2017 school year. All participating schools are Title 1, though this is a model that would benefit non-Title 1 schools as well. District-wide training was held on Monday, June 6th for 25 new teachers to the program. Teacher and parent feedback has been very positive about this new strategy for family engagement that supports the power of parents to impact their child’s learning at home.

### Scope of service:

**Elementary schools with 50% or more low income students**

<table>
<thead>
<tr>
<th>OR:</th>
<th>Low Income pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesignated fluent English proficient</th>
<th>Other Subgroups: (Specify)</th>
</tr>
</thead>
</table>

| 16.2.2.11 Ensure continued support for family involvement projects, including strategies shown to be effective, which focus on engaging and supporting parents of targeted students. | $152,376 | LCFF Supp |
| | 1000: $26,275 | 2000: $71,337 |
| | 3000: $23,764 | 4000: $16,000 |
| | 5000: $15,000 |

16.2.2.11 FACE mini-grants of $2,500 each were given to 22 schools this spring, and we expanded parent liaison support to 5 high-poverty/non-Title I schools. Diverse books were purchased for Equity Parent Groups to deliver on home visits to African American families. We also contracted with a liaison to Arabic-speaking families and a specialist in African American parent outreach to do targeted outreach to these families. District English Learner Advisory Committee (DELAC) parent leaders were sent to the state CA Association for Bilingual Education (CABE) conference and the CA Association of African American Superintendents and Administrators (CAAASA) conference. We are increasing student access to books at home during the EL and Title I summer schools this year.

| Sessions cancelled due to low enrollment | $29,598 | LCFF Supp |
| | 1000: $15,050 | 2000: $1,154 |
| | 3000: $2,247 | 4000: $6,510 |
| | 5000: $4,637 |

Translation costs increased expenses.

| $151,334 | LCFF Supp |
| 1000: $2,725 | 2000: $63,062 |
| 3000: $17,431 | 4000: $36,927 |
| 5000: $31,189 |
### 16.2.2.12 Continue Arabic translation service; assess need for additional translation support and hire as needed.

- **Scope of service:** All schools
- **Cost:**
  - **LCFF Supp:** $100,000
  - **$29,299**
  - **Title III (Immgr):**
    - **2000:** $78,716
    - **3000:** $38,480
    - **5000:** $12,103

This service involved hiring one bilingual Arabic and one Spanish translator/interpreter, with additional support from central BIs in Arabic and Farsi. The need for Farsi translation and interpreting increased, indicating a consideration for a Farsi interpreter.

### 16.2.2.13 Identify schools and recruit families to participate in Adult Education English Learner classes.

- **Cost:**
  - **LCFF Supp:** $30,000
  - **$16,000**
  - **$8,000**
  - **$3,989**
  - **$2,011**

Recent program expansion added four hours per week at Thomas Edison, with a projected enrollment of 20 (anticipated languages are Spanish, Arabic, and Farsi). Childcare is being considered.

### What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Within Focus 2 under Goal 2, student voice in advisory/input processes was increased with more students involved in the LCAP Parent Advisory Group and increased numbers of listening circles held this winter. Engagement of parents who speak languages other than English, additional translators/interpreters hired in Arabic, Spanish, and Farsi, and adult education classes to learn English were expanded at several sites across the district. Ratings for student connectedness increased among all groups. A concern remains around the levels.
of communication between parents and schools, and communication practices are being analyzed to ensure all parents are included.

Education, engagement, and leadership opportunities were made available to parents this fall including Parent University (2.2.4), Academic Partnership Conference (2.2.6), Keys to College (2.2.8), additional parent liaison support and family resource center support (2.2.5, 2.2.7), and a collection of smaller projects and supports (2.2.11). Academic Parent Teacher teams were piloted at several schools this fall, and this will be expanded through in-district training for more schools (2.2.10). While attendance at workshops for parents increased (2.2.e), the perception of parents around opportunity to provide input or be involved in decision making decreased from 2015 (2.2.b, 2.2.d). In order to better engage all stakeholders at a deeper level, a dedicated LCAP position is recommended for 2016-17.

Facility review results reflected fewer sites meeting the target of exemplary/good ratings. A focus on use of the Facilities Inspection Tool (FIT) to assess facility condition and address deficits will be included in next year’s LCAP.

**Reorganization of Actions and Services in 2016-17**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement</td>
<td>Attendance</td>
<td>Behav/ Soc-Emot Support</td>
<td>Climate, Culture &amp; Safety</td>
<td>Parent/ Student Voice</td>
<td>Parent Engagement</td>
</tr>
<tr>
<td>2.2.1</td>
<td>2.2.2</td>
<td>2.2.3</td>
<td>2.2.4</td>
<td>2.2.5</td>
<td>2.2.6</td>
</tr>
</tbody>
</table>

Original GOAL from prior year LCAP:

**Goal 2:** Foster respectful, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

**Focus 3:** Improve the collaborative culture throughout the district among staff, students, families, and community.

Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

Local: Specify ____________ ____________

Goal Applies to: Schools: All

Applicable Pupil Subgroups: (as indicated by specific action)

**Expected Annual Measurable Outcomes:**

| 2.3.a Climate: Increase percent of students, parents, and teachers in all groups reporting high levels of student connectedness due to high expectations/caring relationships by 2%. |
|---|---|---|
| Targets | Parents | Students | Staff |
| 80.8 | 70.8 | 82.3 |

**Actual Annual Measurable Outcomes:**

| 2.3.a | In 2016, the district did not meet the goal of a 2% increase for all groups (staff, students, and parents) reporting high levels of student connectedness due to high expectations/caring relationships. The percent of students increased 1.5%, for parents the percent increased 0.9%, and for staff there was a 6.8% increase. |
|---|---|---|
| Percent (growth from '14-15) | Parents | Students | Staff |
| 79.7 | 70.3 | 87.1 |
| (0.9) | (+1.5) | (6.8) |

| 2.3.b | In 2016, the district did not meet the goal of a 5% increase for all groups (staff, students, and parents) reporting |
### 2.3.b Climate

**Climate: Increase percent of students, staff, and parents who indicate that students feel safe at school by 5%.

**Percent (growth from ‘14-15)**

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>88.0</td>
<td>66.9</td>
<td>82.1</td>
</tr>
<tr>
<td></td>
<td>85.9</td>
<td>66.7</td>
<td>74.9</td>
</tr>
<tr>
<td></td>
<td>(-0.1)</td>
<td>(1.6)</td>
<td>(-5.2)</td>
</tr>
</tbody>
</table>

- For students, the percent increased 1.6%.
- For parents, the percent decreased 0.1%.
- For staff, there was a 5.2% decrease.

**LCAP Year:** 2015-16

### Planned Actions/Services

**16.2.3.1** Implement a series of agreed-upon site leadership team trainings designed to improve the collaborative culture in order to increase student achievement.

- **Budgeted Expenditures:** $100,000
  - LCFF Supp 1000: $43,790
  - LCFF Supp 3000: $6,210
  - LCFF Supp 5000: $50,000

- **Actual Actions/Services:**
  - A leadership team training was held in October with all teams represented. The 3-hour training included deepening understanding of the teams’ charge and sessions on inclusive decision-making processes, communication and feedback loops, and authentic conversations for leadership teams. Evaluations indicated that the trainings were helpful to teams and included areas for future training, including conflict resolution and facilitation skills.

- **Estimated Annual Expenditures:** $31,539
  - LCFF Supp 2000: $24,672
  - LCFF Supp 3000: $2,693
  - LCFF Supp 4000: $518
  - LCFF Supp 5000: $3,656
  - Less expensive vendor was used to support the process.

**Scope of service:** All schools

**OR:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

**16.2.3.2** Institute campus climate assessments and interventions to identify actions and services needed to create greater collaboration, greater cohesion, and healthy school environments at up to 8 schools (4 middle and 4 high schools with high densities of targeted students).

- **Budgeted Expenditures:** $144,000
  - LCFF Supp 5000: $144,000

- **Actual Actions/Services:**
  - Climate assessments were conducted at 5 of the 8 middle schools. School Climate Teams are at Pasteur, Carnegie, Will Rogers, Churchill, and Barrett, which are responsible for enhancing positive school culture and climate.

- **Estimated Annual Expenditures:** $31,539
  - LCFF Supp 2000: $24,672
  - LCFF Supp 3000: $2,693
  - LCFF Supp 4000: $518
  - LCFF Supp 5000: $3,656
  - Less expensive vendor was used to support the process.

**Scope of service:** Targeted schools TBA

**OR:**

- Low Income pupils
- English Learners

**Scope of service:** Pasteur, Rogers, Barrett, Churchill, Carnegie

**OR:**

- Low Income pupils
- English Learners
<table>
<thead>
<tr>
<th><strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient</th>
<th><strong>X</strong> Other Subgroups: <strong>X</strong> Low Income pupils <strong>X</strong> English Learners <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: <strong>X</strong> Low Income pupils <strong>X</strong> English Learners <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: <strong>X</strong> Low Income pupils <strong>X</strong> English Learners <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: (Specify) <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: (Specify) <strong>X</strong> Redesignated fluent English proficient</th>
<th><strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient</th>
<th><strong>X</strong> Other Subgroups: <strong>X</strong> Low Income pupils <strong>X</strong> English Learners <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: <strong>X</strong> Low Income pupils <strong>X</strong> English Learners <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: <strong>X</strong> Low Income pupils <strong>X</strong> English Learners <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: (Specify) <strong>X</strong> Foster Youth <strong>X</strong> Redesignated fluent English proficient <strong>X</strong> Other Subgroups: (Specify) <strong>X</strong> Redesignated fluent English proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.2.3.3 Hire Director of Equity and Student Achievement (Access) to coordinate work of addressing barriers to student achievement, increasing access to high-quality and engaging programs, and improving the climate for all students. Hire an Administrative Assistant to support work described above.</td>
<td>$252,830</td>
<td>16.2.3.3 Director of Equity and Student Achievement established and implemented a variety of programs, trainings, and activities that revolved around cultural and linguistic responsiveness (2.1.14), issues of access (1.3.6, 1.4.4), and college/career readiness for all (1.4.5, 1.3.7). Items include the Social Justice Institute, Teens4Change, Equity Task Force, CLR themed trainings during educator effectiveness days, diverse books distribution to students and families and ongoing work with Zaretta Hammond.</td>
<td>$256,059</td>
</tr>
<tr>
<td>16.2.3.4 In partnership with community-based organizations, continue and expand culturally proficient workshops that build on the strengths of families and offer strategies to support positive discipline and learning at home (PTA School Smarts program).</td>
<td>$15,000</td>
<td>16.2.3.4 We are offering the CA PTA’s School Smarts program in English and Arabic this year. Edison, Cameron Ranch, Lichen, and Northridge offered the class series in English this year. The Arab American Learning Center offered a class series at Encina for Arabic-speaking families, and we plan to hold a class at an apartment complex this summer with a high number of Arabic-speaking refugee families. Costs were reduced for this program thanks to a grant from Comcast.</td>
<td>$10,959</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>All schools</th>
<th>Scope of service:</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>X ALL</td>
<td>X ALL</td>
<td>OR:</td>
<td>OR:</td>
</tr>
<tr>
<td>Low Income pupils</td>
<td>Low Income pupils</td>
<td>English Learners</td>
<td>English Learners</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
<td>Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
<td>Other Subgroups: (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reorganization of Actions and Services in 2016-17**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Within Focus 3 under Goal 2, the approach taken was to work to improve the collaborative culture through several avenues. Leadership training was provided to school leadership teams to hone their abilities to work through tough conversations and to use models of decision making that support a collaborative approach (2.3.1). These trainings will continue, building on topics requested by participants. Community workshops are increasing partnerships with diverse parents/families by bridging cultural divides in support of education (2.3.4). Campus climate assessments and action planning occurred, and actions identified by school sites will be implemented (2.3.2). Much of this work, and other work described throughout the LCAP, is being organized and guided by the Director of Equity and Student Achievement (2.3.3). Perceptions of connectedness through caring relationships showed improvement over 2015 (2.3.a), while perceptions of safety showed small increases for students and parents (2.3.b). However, continued emphasis in this area is needed as the district continues to increase the diversity of students and families. Additional work around increasing school-community partnerships which support targeted students will be identified and implemented. Finally, specific supports will be implemented to assist with the transition process for the growing number of immigrant and refugee students in San Juan.
<table>
<thead>
<tr>
<th>Student Engagement</th>
<th>Behav/ Soc- Emot Support</th>
<th>Climate, Culture &amp; Safety</th>
<th>Parent/ Student Voice</th>
<th>Parent Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2.3.1 2.3.2 2.3.3</td>
<td></td>
<td>2.3.4</td>
</tr>
</tbody>
</table>
SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM I-3

MEETING DATE: 09/13/16

SUBJECT: Petition for the Proposed Carmichael Property and Business Improvement District

DEPARTMENT: Planning and Property Management

ACTION REQUESTED:
The superintendent is recommending the board approve and adopt Resolution 2812 for the proposed Carmichael Property and Business Improvement District.

RATIONALE/BACKGROUND:
At the behest of a committee of Carmichael property owners, the County of Sacramento has initiated the process to create a Carmichael Property and Business Improvement District (CPBID) in the Carmichael area. The proposed CPBID would place an assessment on properties within the area to fund security, maintenance, and advocacy efforts above and beyond those provided by existing agencies. The CPBID would be created for a five-year term, starting January 1, 2017 through December 31, 2021. Prior to expiration of the CPBID, a petition and ballot process could be undertaken again to renew it.

The purpose of the CPBID is to provide activities and improvements which constitute and convey a special benefit to assessed parcels. The CPBID will provide clean and safe enhancements, streetscape enhancements, image enhancements, economic enhancement, advocacy, and administration directly and only to assessed parcels within its boundaries.

The CPBID is proposed to be created pursuant to the Property and Business Improvement District Law of 1994. Under the 1994 Law, the CPBID would be governed by a Management District Plan (Plan). The process to form the CPBID under the 1994 Law is as follows:

1. Prepare a Management District Plan outlining CPBID district parameters;
2. Submit petitions in support of the Plan from property owners who will pay more than 50% of the assessment to the County;
3. The County Board of Supervisors accepts the petitions and adopts a Resolution of Intention;
4. An assessment ballot is mailed to all property owners, allowing them to indicate support or opposition for the proposed CPBID; and
5. A public hearing is held by the County Board of Supervisors, after which ballots are tallied. If a majority of the ballots submitted, when weighted by dollar, support formation, the Board may adopt a resolution forming the District.

Step 1 has been completed; the steering committee is now working on Step 2 to acquire the necessary petitions to submit to the County.

The plan provides for a tiered assessment rate structure based on parcel use, shown below. SJUSD parcels are classified as commercial/public. The assessment rates may be subject to an inflation increase of no more than three percent (3%) per year. If approved the District’s first year assessment would be $16,557.94.
Proposed Carmichael PBID
Parcel Type and Assessment Rates

<table>
<thead>
<tr>
<th>Parcel Type</th>
<th>Annual Lot Rate per Square Foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial/Public</td>
<td>$0.0195</td>
</tr>
<tr>
<td>Private Tax-Exempt</td>
<td>$0.0098</td>
</tr>
<tr>
<td>Multi-Family Apartment</td>
<td>$0.0146</td>
</tr>
<tr>
<td>Utility</td>
<td>$0.0049</td>
</tr>
</tbody>
</table>

The following table provides the estimated annual assessment for the school district’s two parcels within the proposed CPBID. These district parcels comprise Carmichael Elementary School and the district’s maintenance and operations facilities.

Proposed Carmichael PBID
SJUSD Assessment

<table>
<thead>
<tr>
<th>APN</th>
<th>Street #</th>
<th>Street Name</th>
<th>Type</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>26000800690000</td>
<td>Sutter Avenue</td>
<td>Comm./Public</td>
<td>$11.23</td>
<td></td>
</tr>
<tr>
<td>26000800700000</td>
<td>6049</td>
<td>Sutter Avenue</td>
<td>Comm./Public</td>
<td>$16,546.71</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>$16,557.94</td>
</tr>
</tbody>
</table>

Attachments:
A) Resolution 2812
B) CPBID Petition

BOARD COMMITTEE ACTION/COMMENT: N/A

PREVIOUS STAFF/BOARD ACTION:
Board: 8/23/2016
Superintendent’s Cabinet: 8/13/2016

FINANCIAL DATA:
Estimated cost for current budget year: $16,557.94
____ Fund ( )
Ongoing: ☒ This Year Only: ☐

PREPARED BY: David Burke, Director of Planning and Property Management

APPROVED BY: Frank Camarda, Senior Director of Facilities, Maintenance & Transportation
Kent Kern, Superintendent of Schools
RESOLUTION NO. 2812
RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION TO SIGN A PETITION AND AN
ASSESSMENT BALLOT REGARDING DISTRICT PROPERTIES
WITHIN THE CARMICHAEL PROPERTY AND BUSINESS
IMPROVEMENT DISTRICT

WHEREAS, the property owners within the Carmichael commercial core propose formation of a Property and Business Improvement District (PBID) pursuant to the Property and Business Improvement Law of 1994, California Streets and Highways Code section 36600 et seq. (the “Law”). The Law authorizes the County of Sacramento to establish property and business improvement districts for the purposes of providing services and improvements which specifically benefit assessed properties in the District. The law requires the San Juan Unified School District (district) pay its fair share of the assessment for the special benefits it receives.

WHEREAS, the district owns the following parcels within the proposed Carmichael PBID boundaries: 26000800690000, and 26000800700000.

WHEREAS, the district has determined the public interest will be served by having these district properties participate in the Carmichael PBID.

NOW, THEREFORE, the district superintendent is hereby authorized to sign the following documents on behalf of the district:

1. A petition in support of the proposed Carmichael PBID

2. One or more assessment ballots indicating the district’s support for the initial annual assessment levied by the Carmichael PBID which is estimated at $16,557.94

The foregoing resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the board on September 13, 2016, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Pam Costa, President
Board of Education
San Juan Unified School District

Attest:

Lucinda Luttgen, Clerk
Board of Education
San Juan Unified School District
PETITION TO THE COUNTY OF SACRAMENTO TO FORM THE
CARMICHAEL PROPERTY AND BUSINESS
IMPROVEMENT DISTRICT

We petition you to initiate special assessment proceedings to form a Property and Business Improvement District in accordance with the Property and Business Improvement District Law of 1994, Streets and Highways Code section 36600 et seq., for the purpose of providing improvements and services described in the Management District Plan summary attached as Exhibit A.

<table>
<thead>
<tr>
<th>Assessor Parcel Number(s)</th>
<th>Owner of Record</th>
<th>Site Address</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>26000800690000</td>
<td>SAN JUAN UNIFIED SCHOOL DISTRICT</td>
<td>SUTTER AVE</td>
<td>$11.23</td>
</tr>
<tr>
<td>26000800700000</td>
<td>SAN JUAN UNIFIED SCHOOL DISTRICT</td>
<td>6049 SUTTER AVE</td>
<td>$16,546.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Assessment:</strong> $16,557.94</td>
</tr>
</tbody>
</table>

The undersigned is the property owner or the authorized representative of the property owner and is the person legally authorized and entitled to sign this petition.

__________________________  ____________________________
OWNER OR REPRESENTATIVE NAME (PRINTED)  TITLE

__________________________  ____________________________
OWNER OR REPRESENTATIVE SIGNATURE  DATE
SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM  I-4
MEETING DATE:  9/13/2016

SUBJECT: Educator Effectiveness Funds,
Visions In Education Charter School

DEPARTMENT: Admissions and Family Services

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is requesting the board discuss the expenditure plan for the one-time Educator Effectiveness funds for Visions In Education Charter School.

Action Anticipated: September 27, 2016

RATIONALE/BACKGROUND:
The 2015-2016 state budget included a provision for $500 million in one-time funds to be used to improve educator effectiveness. These funds were allocated to local education agencies (LEAs) based upon the reporting of certificated staff counts for 2015-16 and must be expended by June 30, 2018. LEAs are authorized to spend the funds in four specified areas based on a plan submitted to and approved by the local board. Expenditures of funds can precede board approval as long as those expenditures are a part of the approved plan.

Attachment:
Educator Effectiveness Funds: Expenditure Plan

BOARD COMMITTEE ACTION/COMMENT: N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendents Cabinet  9/5/2016

FINANCIAL DATA:
Budget: $296,461
General Fund:
Ongoing: ☒ This Year Only: ☐

PREPARED BY: John Garrard, Ed.D., Director, Admissions and Family Services

APPROVED BY: Kent Kern, Superintendent
Visions In Education Educator Effectiveness Funds: Expenditure Plan 2015-2018

Background and History

Visions In Education (Visions) has a long history of commitment to personalized professional development for teachers, staff and administrators. Visions was an early adopter of organic Professional Learning Communities, utilizing personalized professional development in face-to-face and virtual environments and reinforcing best practice with resources and support throughout its expansive service area (nine counties). The California Department of Education’s Educator Effectiveness Funds mirrors many of the professional development goals and areas of emphasis that Visions established through its WASC self-study growth goals, actions and initiatives.

Visions has chosen to utilize Educator Effectiveness Funds beginning with the 2016-2017 school year. The plan is to leverage all allocated funds by the June 30, 2018 deadline.

Requirements

The Educator Effectiveness Grant has the following requirements:

“The local plan for the Educator Effectiveness funds needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.”

Educator Effectiveness funds are a provision of the 2015-16 State budget and while these are one-time funds, they are available for expenditure during three fiscal years. Funds must be expended by June 30, 2018 within the allowable areas described below.

1. Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.

2. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.

3. Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.
Process

The concentration areas for funding were determined by the priorities established in Visions’ 2015 WASC re-accreditation process, our identified 2016-2017 LCAP needs, goals and actions, our design for support in implementation of our new teacher evaluation tool, and our strengths, weaknesses, opportunities, and threats (SWOT) analysis in anticipation of moving to become an independent charter school effective July 2018.

The information was gathered through WASC focus groups, LCAP groups, including the school’s Advisory Board, staff and parent surveys, feedback from the new teacher evaluation tool developed with input from stakeholders, feedback from homeschool and independent study teacher self-evaluations, formal and informal teacher evaluations, staff development surveys and leadership goals expressed through leadership professional development modules.

Visions’ new teacher training modules were developed through feedback provided by teachers, coaches, regional advisors and administrators on which areas of emphasis should be the focus for training. New teachers receive six days of training before continuing faculty returns for the school year. These new teachers, along with returning teachers, then receive three additional days of training introducing them to the school’s newest initiatives, practices and support processes before the school year begins. All teaching staff is then provided an additional seven full days of training during the school year emphasizing teaching strategies and practices centered on the California State Standards, content, curriculum and assessments.

The grant would fund a significant portion of the total initiatives ($296,461) brought to bear through Visions’ training development process, however, not the total anticipated expenditure amount ($373,850).

<table>
<thead>
<tr>
<th>Description of Overall Action</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Proposed Expenditures – Purpose 1</td>
<td>$0</td>
<td>$67,800</td>
<td>$65,800</td>
</tr>
<tr>
<td>Total Proposed Expenditures – Purpose 2</td>
<td>$0</td>
<td>$100,550</td>
<td>$84,700</td>
</tr>
<tr>
<td>Total Proposed Expenditures – Purpose 3</td>
<td>$0</td>
<td>$27,500</td>
<td>$27,500</td>
</tr>
<tr>
<td><strong>Total: Recommended Allocation</strong></td>
<td>$0</td>
<td>$195,850</td>
<td>$178,000</td>
</tr>
<tr>
<td>State funding received</td>
<td>$296,461</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Purpose 1:** Beginning teacher and administrator support and mentoring including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.

<table>
<thead>
<tr>
<th>Description of Overall Action</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide coaches (6) to mentor first year teachers (12) in the Home School Academy (80% of job description).</td>
<td>$0</td>
<td>$16,800</td>
<td>$16,800</td>
</tr>
<tr>
<td>Provide regional advisors to help support new CTs in geographic support groups. (20% of job description)</td>
<td>$0</td>
<td>$10,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Provide coach (1) to support curriculum through the online Home School Hub for new and continuing teachers in the Home School Academy.</td>
<td>$0</td>
<td>$7,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>Start of school teacher training seminars and materials, (Home School Academy)</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Provide coaches (4) to mentor first year teachers (4) in the 9-12 Independent Studies Academies. (50% of job description)</td>
<td>$0</td>
<td>$7,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>Start of school new teacher training seminars, (9-12 Independent Studies Academies)</td>
<td>$0</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Administrative leadership coaching for individual administrators, small groups and the leadership team as a whole (leadership training consultants, Leaders Evolving, Inc.)</td>
<td>$0</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Total proposed expenditures by year</td>
<td>$0</td>
<td>$67,800</td>
<td>$65,800</td>
</tr>
</tbody>
</table>
Purpose 2: Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.

<table>
<thead>
<tr>
<th>Description of Overall Action</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide coaches (6) to mentor teachers needing support in the Home School Academy. (20% of the job description)</td>
<td>$0</td>
<td>$4,200</td>
<td>$4,200</td>
</tr>
<tr>
<td>Provide regional advisors (5) to help support teachers in geographic support groups. (80% of job description)</td>
<td>$0</td>
<td>$40,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>Provide coach (1) to support instructional best practice support for new and continuing teachers in the Home School Academy.</td>
<td>$0</td>
<td>$3,500</td>
<td>$3,500</td>
</tr>
<tr>
<td>Provide coaches (4) to mentor continuing teachers (68) in the 9-12 Independent Studies Academies. (50% of job description)</td>
<td>$0</td>
<td>$7,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>Courses and training for special education teachers (7) (resource facilitators) and an administrator to support work with autistic students and for students with orthopedic impairment.</td>
<td>$0</td>
<td>$15,850</td>
<td>$0</td>
</tr>
<tr>
<td>Provide support for managers and administrators needing to develop leadership skills and practices to support their work (leadership training consultants, Leaders Evolving, Inc.)</td>
<td>$0</td>
<td>$30,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Total proposed expenditures by year</td>
<td>$0</td>
<td>$100,550</td>
<td>$84,700</td>
</tr>
</tbody>
</table>
Purpose 3: Professional development for teachers and administrators that is aligned to state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.8, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.

<table>
<thead>
<tr>
<th>Description of Overall Action</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development supporting implementation of state standards in language arts, math, Next Generation Science Standards, and English language development with a focus on standards, curriculum, content, pedagogy and assessment.</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Support of practice through the use of Professional Learning Communities in centralized and regional small groups.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Conference registration and attendance to support implementation of state standards in language arts, math and Next Generation Science Standards with a focus on standards, curriculum, content, pedagogy and assessment</td>
<td>$0</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Total proposed expenditures by year</td>
<td>$0</td>
<td>$27,500</td>
<td>$27,500</td>
</tr>
</tbody>
</table>
San Juan Unified School District
Board of Education

Agenda Item I-5

Meeting Date: 09/13/2016

Subject: Provisional Internship Permit

Department: Human Resources

Action Requested:
The superintendent is recommending the board approve the submission of a Provisional Internship Permit to the California Commission on Teacher Credentialing (CTC) effective 08/16/16-06/08/2017 for Peter Mancina.

Rationale/Background:
A Provisional Internship Permit is necessary to provide an authorization for Peter Mancina to teach Single Subject Music for the 2016-17 school year at Sylvan Middle School and Mesa Verde High School.

This individual holds a degree in music and is completing the last of his requirements to obtain a university internship credential recommendation; we anticipate he will be able to apply for his internship credential before the end of the 2016-17 school year.

Aspects of the CL-857 are intentionally left blank (applicant’s personal information and board approval) and will be completed upon submission to the CTC.

All requests for Provisional Internship Permits must be presented for approval to the governing board of the public school district. Every Provisional Internship Permit request submitted to the CTC must include verification that a notice of intent to employ the named applicant in the identified position has been made public.

Board Committee Action/Comment: N/A

Previous Staff/Board Action:
Superintendent’s Cabinet: September 6, 2016

Financial Data:
Estimated cost for current budget year: N/A

Prepared By:
Baljit Jhatu, Analyst, Human Resources
Deann Carlson, Director, Certificated Personnel, Human Resources

Approved By:
Paul Oropallo, Assistant Superintendent, Human Resources
Kent Kern, Superintendent of Schools
VERIFICATION OF REQUIREMENTS
For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant  Peter Mancina

SSN

Name of Employing Agency  San Juan Unified School District

County/District/CDS Code  34 67447

☐ Multiple Subject
☐ Single Subject - Specify subject(s):  Music
☐ Education Specialist - Specify specialty area(s):

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

   Required recruitment methods (provide photocopies of all of the following):
   ☑ Distributed job announcements
   ☑ Contacted college or university placement centers
   ☑ Advertised on the Internet

   Optional recruitment methods (in addition to the required methods above):
   ☑ Advertised in professional journals
   ☑ Attended job fairs in California
   ☑ Attended recruitment out-of-state
   ☑ Contacted California teacher recruitment centers
   ☑ Advertised in local/national newspapers
   ☑ Other (explain) ____________________________________________________________

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit.

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

   ☑ Public School District
   Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

(continued)
The agenda item included the applicant’s name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

- **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**
  Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

  Public notice included the applicant’s name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

  Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit.

5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit.

6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program.

- I certify under penalty of perjury that I need to complete NCLB core area subject matter to enroll in an intern program for the education specialist preliminary credential.

  Applicant Signature ________________________________________________________________

---

**Employing Agency Certification**

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature ________________________________________________________________

Title ________________________________________________________________

Date ________________________________________________________________
SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  

AGENDA ITEM  I-6  
MEETING DATE:  09/13/2016  

SUBJECT: Variable Term Waivers / Speech Language Pathology  

DEPARTMENT: Human Resources  

ACTION REQUESTED:  
The superintendent is recommending the board approve the submission of a Variable Term Waiver to the California Commission on Teacher Credentialing (CTC) effective 08/16/2016-6/08/2017 for the individuals in the attached documents.  

RATIONALE/BACKGROUND:  
In June 2015, the CTC adopted new criteria for the initial issuance of a variable term waiver for speech-language pathology services credentials; furthermore, speech language pathology has been recognized as a statewide high incident area.  
A Variable Term Waiver is necessary to provide an authorization for the individuals in the attached documents to provide speech-language pathology services. 

Human Resources and Special Education staff continually recruit for speech language pathologists; a signing bonus is still being offered. Despite these efforts, Human Resources still has not been able to fill all of the vacant positions with fully-credentialed staff.  
Aspects of the waiver application are intentionally left blank (personal information) and will be completed upon submission to the CTC.  
All requests for Variable Term Waivers must be presented for approval to the governing board of the public school district. Every waiver request submitted to the CTC must include verification that a notice of intent to employ the named applicant in the identified position has been made public.  

BOARD COMMITTEE ACTION/COMMENT: N/A  

PREVIOUS STAFF/BOARD ACTION:  
Superintendent’s Cabinet: August 15, 2016; September 6, 2016  

FINANCIAL DATA:  
Estimated cost for current budget year: N/A  

PREPARED BY:  
Baljit Jhatu, Analyst, Human Resources 
Deann Carlson, Director, Certificated Personnel  

APPROVED BY:  
Paul Oropallo, Assistant Superintendent, Human Resources 
Kent Kern, Superintendent of Schools  

Deann Carlson, Director, Certificated Personnel
VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear or photocopy. This form must be used for first time and subsequent waivers only.

1. EMPLOYING AGENCY (include mailing address) San Juan Unified School District
   3738 Walnut Ave., Carmichael, CA 95608

   County/District Code 34 67447

   Contact Person: Baljit Jhatu, HR Analyst
   Telephone #: (916) 971-7669
   Email: baljit.jhatu@sanjuan.edu

   NPS/NPA (list county code _________)

2. APPLICANT INFORMATION:

   Social Security or Individual Tax Identification Number: 

   All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

   Full Legal Name Alexandra Kenfield Gordon
     First Middle Last

   Former Name(s) Birth Date

   Applicant’s Mailing Address

   Phone# Email

   Waiver Title Speech Language Pathology Services
   (List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

   Assignment Language, Speech & Hearing Specialist, K/12
   Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

   • For bilingual assignment list LANGUAGE:
     ☑ Yes ☐ No

   • Is this a full time position?
     ☑ Yes ☐ No

   • If not, indicate how many periods a day the individual will be teaching the waiver assignment(s)

   • Is this a subsequent waiver? (see #9 for additional information) ☐ Yes ☑ No
3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED
Specific section(s) covering the assignment: 44265.3

4. EFFECTIVE DATES
Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification must be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 08/16/2016 to 06/08/2017
Ending date of school term, track, or year: 06/08/2017

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:
   a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

☐ Special Education  ☐ Driver Education and Training
☐ Clinical or Rehabilitative Services  ☐ 30-Day Substitute
☐ Speech-Language Pathology Services

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

☐ Advertised in local/national newspapers  ☑ Contacted IHE placement centers
☐ Advertised in professional journals  ☐ Distributed job announcements
☐ Attended job fairs in California  ☑ Internet
☐ Attended recruitment out-of-state

Other  Signing bonus

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual’s professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

Ms. Gordon holds a Bachelor of Science degree in Speech Pathology and Audiology. She has applied to the Speech-Language Pathology Master’s program at CSU Chico but was not accepted into the program. Ms. Gordon is currently applying to the programs at CSU Chico and CSU Sacramento.
6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

   a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

   □ Administrative Services
   □ Single Subject Teaching (all subject areas)
   □ Designated Subjects — except driver education and training
   □ Teacher Librarian Services

   □ Multiple Subject Teaching
   □ Pupil Personnel Services: Counseling, Psychology, Social Work
   □ Reading Specialist/Certificate
   □ Teacher of English Learner Students

   b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

   Copies of announcements, advertisements, web site registration, etc. must be attached.

   The employer must verify all of the following:
   □ Distributed job announcements
   □ Contacted IHE placement centers
   □ Internet (i.e. www.edjoin.org)

   Optional recruitment methods:
   □ Advertised in local/national newspaper
   □ Attended job fairs in California
   □ Attended recruitment out-of-state
   □ Advertised in professional journals
   Other ____________________________

   c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

   How many individuals credentialed in the authorization of the waiver request applied for the position? ________

   How many individuals credentialed in the authorization of the waiver request were interviewed? ________

   What were the results of those interviews? (Please indicate answers in numbers)
   ______ Applicant(s) withdrew
   ______ Candidate(s) declined job offer
   ______ Candidate(s) found unsuitable for the assignment

   d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

   What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.
e. **IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE**

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

---

7. **REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL**

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements.

<table>
<thead>
<tr>
<th>PROGRAM, COURSE, EXAMINATION, EXPERIENCE</th>
<th>TARGET COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets entrance requirements;</td>
<td>April 2017</td>
</tr>
<tr>
<td>candidate needs to apply and be accepted</td>
<td></td>
</tr>
<tr>
<td>into CTC approved SLP services</td>
<td></td>
</tr>
<tr>
<td>credential program</td>
<td></td>
</tr>
</tbody>
</table>

---

8. **LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER**

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

**Name** Dayle Cantrall  
**Position** Program Mgr, Special Ed.

---

9. **SUBSEQUENT WAIVER REQUESTS**

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

---

10. **IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?**

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes    ☑ No    ☐ Not applicable (program completion is not a requirement)
11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)
Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended

⚠️ WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of allegations of misconduct or while allegations of misconduct were pending?

☐ Yes ☐ No
b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:
   - all criminal convictions
   - misdemeanors and felonies
   - convictions based on a plea of no contest or nolo contendere
   - convictions dismissed pursuant to Penal Code Section 1203.4
   - driving under the influence (DUI) or reckless driving convictions
   - no matter how much time has passed
   You do not have to disclose:
   - misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
   - Infractions (DUI or reckless driving convictions are not infractions)

   [ ] Yes  [ ] No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

   [ ] Yes  [ ] No

d. Are any criminal charges currently pending against you?

   [ ] Yes  [ ] No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   [ ] Yes  [ ] No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   [ ] Yes  [ ] No
12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)
As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☐ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☐ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district

2. An individual who is scheduled to complete initial preparation requirements within six months

☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #14 below, the person signing verifies that there were no objections to this waiver request.
14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Signature of Applicant
(Sign full legal name as listed in #2)

7/29/16

Date

15. EMPLOYING AGENCY CERTIFICATION

(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature:

Title:

Date:
VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for first time and subsequent waivers only.

1. EMPLOYING AGENCY (include mailing address) | County/District CDS Code | Contact Person:  
San Juan Unified School District | 34 67447 | Baljit Jhatu, HR Analyst  
3738 Walnut Ave., Carmichael, CA 95608 |  | Telephone #: (916) 971-7669  
NPS/NPA (list county code _________) |  | Email: baljit.jhatu@sanjuan.edu

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:  

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Colin James Mergens  
Former Name(s) Birth Date  
Applicant's Mailing Address  

Phone# Email  

Waiver Title Speech Language Pathology Services  
(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment Language, Speech & Hearing Specialist, K/12  
Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE:  
- Is this a full time position? Yes No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s)  
- Is this a subsequent waiver? (see #9 for additional information) Yes No
3. **EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED**

   Specific section(s) covering the assignment: 44265.3

4. **EFFECTIVE DATES**

   Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification must be included if the expiration date extends beyond the term, track or year.

   **Effective Dates (mm/dd/yyyy):** 08/16/2016 to 06/08/2017

   **Ending date of school term, track, or year:** 06/08/2017

5. **STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:**

   a. **INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT**

   - [ ] Special Education
   - [x] Clinical or Rehabilitative Services
   - [ ] Speech-Language Pathology Services
   - [ ] Driver Education and Training
   - [ ] 30-Day Substitute

   b. **INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION**

   No copies are necessary if this is a recognized high incidence area.

   - [ ] Advertised in local/national newspapers
   - [ ] Advertised in professional journals
   - [ ] Attended job fairs in California
   - [ ] Attended recruitment out-of-state
   - [x] Contacted IHE placement centers
   - [ ] Distributed job announcements
   - [x] Internet

   Other: **Signing bonus**

   c. **IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE**

   Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.
6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

☐ Administrative Services
☐ Single Subject Teaching (all subject areas)
☐ Designated Subjects – except driver education and training
☐ Teacher Librarian Services

☐ Multiple Subject Teaching
☐ Pupil Personnel Services: Counseling, Psychology, Social Work
☐ Reading Specialist/Certificate
☐ Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. must be attached.

The employer must verify all of the following:

☐ Distributed job announcements
☐ Contacted IHE placement centers
☐ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

☐ Advertised in local/national newspaper
☐ Attended job fairs in California
☐ Attended recruitment out-of-state
☐ Advertised in professional journals

Other


c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS.
BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position?

How many individuals credentialed in the authorization of the waiver request were interviewed?

What were the results of those interviews? (Please indicate answers in numbers)

☐ Applicant(s) withdrew
☐ Candidate(s) declined job offer
☐ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.
e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE
Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL
List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

<table>
<thead>
<tr>
<th>PROGRAM, COURSE, EXAMINATION, EXPERIENCE</th>
<th>TARGET COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets entrance requirements;</td>
<td>April 2017</td>
</tr>
<tr>
<td>candidate needs to apply and be accepted</td>
<td></td>
</tr>
<tr>
<td>into CTC approved SLP services</td>
<td></td>
</tr>
<tr>
<td>credential program</td>
<td></td>
</tr>
</tbody>
</table>

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER
By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Dayle Cantrall Position Program Mgr, Special Ed.

9. SUBSEQUENT WAIVER REQUESTS
- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?
Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes  ☑ No  ☐ Not applicable (program completion is not a requirement)
11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)
Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended

⚠️ WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

<table>
<thead>
<tr>
<th>a. Have you ever been:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• dismissed or,</td>
</tr>
<tr>
<td>• non-relected or,</td>
</tr>
<tr>
<td>• suspended without pay for more than ten days, or</td>
</tr>
<tr>
<td>• retired or,</td>
</tr>
<tr>
<td>• resigned from, or otherwise left school employment</td>
</tr>
</tbody>
</table>

because of allegations of misconduct or while allegations of misconduct were pending?

☐ Yes  ☐ No
b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:
   - all criminal convictions
   - misdemeanors and felonies
   - convictions based on a plea of no contest or nolo contendere
   - convictions dismissed pursuant to Penal Code Section 1203.4
   - driving under the influence (DUI) or reckless driving convictions
   - no matter how much time has passed
   You do not have to disclose:
   - misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
   - Infractions (DUI or reckless driving convictions are not infractions)

   [ ] Yes  [ ] No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

   [ ] Yes  [ ] No

d. Are any criminal charges currently pending against you?

   [ ] Yes  [ ] No

c. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   [ ] Yes  [ ] No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   [ ] Yes  [ ] No
12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)
As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☐ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☐ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #14 below, the person signing verifies that there were no objections to this waiver request.
14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

[Signature of Applicant]
(Sign full legal name as listed in #2)

7/27/16
Date

15. EMPLOYING AGENCY CERTIFICATION  (To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: __________________________________________

Title: ______________________________________________

Date: ______________________________________________
SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

MEETING DATE: 09/13/2016

SUBJECT: Variable Term Waiver / School Social Work

DEPARTMENT: Human Resources

CHECK ONE:
For Discussion: 
For Action ☒
Report: 
Workshop: 
Recognition: 
Emergency Action: 

ACTION REQUESTED:
The superintendent is recommending the board approve the submission of a Variable Term Waiver to the California Commission on Teacher Credentialing (CTC) effective 08/01/16-06/30/2017 for the individuals in the attached documents.

RATIONALE/BACKGROUND:
A Variable Term Waiver is necessary to provide an authorization for the individuals in the attached with a pupil personnel services: school social work credential for the 2016-17 school year.

The individuals in the attached documents are in the last course to complete their program and obtain credential recommendation; we have supporting documentation from their program verifying their status.

Aspects of the waiver application are intentionally left blank (their personal information) and will be completed upon submission to the CTC.

All requests for Variable Term Waivers must be presented for approval to the governing board of the public school district. Every waiver request submitted to the CTC must include verification that a notice of intent to employ the named applicant in the identified position has been made public.

BOARD COMMITTEE ACTION/COMMENT: N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent’s Cabinet: August 15, 2016; September 6, 2016

FINANCIAL DATA:
Estimated cost for current budget year: N/A

PREPARED BY: Baljit Jhatu, Analyst, Human Resources
Deann Carlson, Director, Certificated Personnel, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources
Kent Kern, Superintendent of Schools
VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for first time and subsequent waivers only.

1. EMPLOYING AGENCY (include mailing address) San Juan Unified School District 3738 Walnut Ave., Carmichael, CA 95608 County/District CDS Code 34 67447 Contact Person: Baljit Jhatu, HR Analyst Telephone #: (916) 971-7669 Email: baljit.jhatu@sanjuan.edu

NPS/NPA (list county code ______)

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number: ____________

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Erika Yvonne Adams

First Middle Last

Former Name(s) ___________________________________________ Birth Date __________

Applicant's Mailing Address _________________________________________

Phone# __________________________ Email __________________________

Waiver Title Pupil Personnel Services School Social Work

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment School Social Worker

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: __________

- Is this a full time position? ☑ Yes ☐ No

- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) __________________________

- Is this a subsequent waiver? (see #9 for additional information) ☐ Yes ☑ No
3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: 44266

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification must be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 08/01/2016 to 06/30/2017

Ending date of school term, track, or year: 06/30/2017

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

☐ Special Education ☐ Driver Education and Training
☐ Clinical or Rehabilitative Services ☐ 30-Day Substitute
☐ Speech-Language Pathology Services

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

☐ Advertised in local/national newspapers ☐ Contacted IHE placement centers
☐ Advertised in professional journals ☐ Distributed job announcements
☐ Attended job fairs in California ☐ Internet
☐ Attended recruitment out-of-state

Other __________________________________________

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.
6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. **INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT**

| □ Administrative Services | □ Multiple Subject Teaching |
| □ Single Subject Teaching (all subject areas) | □ Pupil Personnel Services: Counseling, Psychology, Social Work |
| □ Designated Subjects – except driver education and training | □ Reading Specialist/Certificate |
| □ Teacher Librarian Services | □ Teacher of English Learner Students |

b. **INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION**

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify all of the following:

- ✔ Distributed job announcements
- ✔ Contacted IHE placement centers
- ✔ Internet (i.e. [www.edjoin.org](http://www.edjoin.org))

Optional recruitment methods:

- □ Advertised in local/national newspaper
- ✔ Attended job fairs in California
- □ Attended recruitment out-of-state
- □ Advertised in professional journals

Other ____________________________

c. **PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:**

How many individuals **credentialed in the authorization of the waiver request applied for the position?** 5 _________

How many individuals **credentialed in the authorization of the waiver request were interviewed?** 5 _________

What were the results of those interviews? (Please indicate answers in numbers)

- _____ Applicant(s) withdrew
- x _____ Candidate(s) declined job offer
- x _____ Candidate(s) found unsuitable for the assignment

d. **PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION**

What **special skills and knowledge** are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

Ms. Adams is currently enrolled in the Pupil Personnel Services Credential program at CSU Sacramento. She is completing her last class and fieldwork hours. She will be recommended for her Preliminary credential before the end of the year.
e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements.

<table>
<thead>
<tr>
<th>PROGRAM, COURSE, EXAMINATION, EXPERIENCE</th>
<th>TARGET COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Course</td>
<td>08/20/2016</td>
</tr>
<tr>
<td>Fieldwork hours</td>
<td>11/01/2016</td>
</tr>
</tbody>
</table>

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name ___________________________________________ Position __________________________

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes   ☑ No   ☐ Not applicable (program completion is not a requirement)
11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)
Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.

Before granting your application, the Commission will review, at a minimum:
- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:
- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended

⚠️ WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:
- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:
- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of allegations of misconduct or while allegations of misconduct were pending?

☐ Yes ☐ No
b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:
   - all criminal convictions
   - misdemeanors and felonies
   - convictions based on a plea of no contest or nolo contendere
   - convictions dismissed pursuant to Penal Code Section 1203.4
   - driving under the influence (DUI) or reckless driving convictions
   - no matter how much time has passed
   You do not have to disclose:
   - misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
   - Infractions (DUI or reckless driving convictions are not infractions)

   □ Yes □ No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

   □ Yes □ No

d. Are any criminal charges currently pending against you?

   □ Yes □ No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   □ Yes □ No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   □ Yes □ No
12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)
As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☐ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☐ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district

2. An individual who is scheduled to complete initial preparation requirements within six months

☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #14 below, the person signing verifies that there were no objections to this waiver request.
14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Signature of Applicant
(Sign full legal name as listed in #2)

[Signature]

Date

8/10/2016

15. EMPLOYING AGENCY CERTIFICATION  (To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: __________________________________________

Title: ________________________________________________

Date: ________________________________________________
July 22, 2016

Dear Garrett Godfrey,

This letter serves to verify that Erika Adams is currently enrolled in the Pupil Personnel Services Credential in School Social Work program at Sacramento State. She has completed one of the two courses and is enrolled in the second course. She is on track to complete the coursework on August 20, 2016. She needs to complete the required fieldwork hours and corresponding paperwork in order to apply to for the clear credential. She must wait until she completes the second course before she submits the paperwork to the University. Processing of the paperwork by the University and the California Commission on Teacher Credentialing takes at least three weeks.

Please contact me at (916) 278-5878 or morrisonj@csus.edu should you have any questions or concerns.

Sincerely,

Jessika Morrison
Senior Program Coordinator
VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for first time and subsequent waivers only.

1. EMPLOYING AGENCY (include mailing address)  
San Juan Unified School District  
3738 Walnut Ave., Carmichael, CA 95608

County/District CDS Code  
34 67447

Contact Person:  
Baljit Jhatu, HR Analyst
Telephone #: (916) 971-7669
Email: baljit.jhatu@sanjuan.edu

NPS/NPA (list county code ________)

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number: ________________

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Natalie Patricia Frost
First Middle Last

Former Name(s) __________________________________ Birth Date ______________

Applicant's Mailing Address _____________________________________________

Phone# ___________________________ Email _______________________________

Waiver Title Pupil Personnel Services School Social Work
(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment School Social Worker

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: ________________________________

- Is this a full time position?  
  ☑ Yes  ☐ No

- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) __________________________

- Is this a subsequent waiver? (see #9 for additional information)  
  ☐ Yes  ☑ No
3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED
Specific section(s) covering the assignment: 44266

4. EFFECTIVE DATES
Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification must be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/ dd/ yyyy): 08/ 01/ 2016 to 06/ 30/ 2017
Ending date of school term, track, or year: 06/ 30/ 2017

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

☐ Special Education ☐ Driver Education and Training
☐ Clinical or Rehabilitative Services ☐ 30-Day Substitute
☐ Speech-Language Pathology Services

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

☐ Advertised in local/national newspapers ☐ Contacted IHE placement centers
☐ Advertised in professional journals ☐ Distributed job announcements
☐ Attended job fairs in California ☐ Internet
☐ Attended recruitment out-of-state

Other __________________________

WV1 6/2016 Page 2 of 8
6. **NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:**

   a. **INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT**

   - Administrative Services
   - Single Subject Teaching (all subject areas)
   - Designated Subjects – except driver education and training
   - Teacher Librarian Services
   - Multiple Subject Teaching
   - Pupil Personnel Services: Counseling, Psychology, Social Work
   - Reading Specialist/Certificate
   - Teacher of English Learner Students

   b. **INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION**

   Copies of announcements, advertisements, web site registration, etc. **must** be attached.

   The employer must verify **all** of the following:
   - Distributed job announcements
   - Contacted IHE placement centers
   - Internet (i.e. [www.edjoin.org](http://www.edjoin.org))

   Optional recruitment methods:
   - Advertised in local/national newspaper
   - Attended job fairs in California
   - Attended recruitment out-of-state
   - Advertised in professional journals
   - Other ______________________

   c. **PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:**

   How many individuals **credentialed in the authorization of the waiver request**
   applied for the position? 5 ________

   How many individuals **credentialed in the authorization of the waiver request**
   were interviewed? 5 ________

   What were the results of those interviews? (Please indicate answers in numbers)
   - ______ Applicant(s) withdrew
   - x_____ Candidate(s) declined job offer
   - x_____ Candidate(s) found unsuitable for the assignment

   d. **PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION**

   What **special skills and knowledge** are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

   Ms. Frost is currently enrolled in the Pupil Personnel Services Credential program at CSU Sacramento. She is completing her last class and fieldwork hours. She will be recommended for her Preliminary credential before the end of the year.
e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements.

<table>
<thead>
<tr>
<th>PROGRAM, COURSE, EXAMINATION, EXPERIENCE</th>
<th>TARGET COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Course</td>
<td>08/20/2016</td>
</tr>
<tr>
<td>Fieldwork hours</td>
<td>11/01/2016</td>
</tr>
</tbody>
</table>

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name ________________________________ Position ____________________

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes  ☑ No  ☐ Not applicable (program completion is not a requirement)
11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)
Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.

Before granting your application, the Commission will review, at a minimum:
- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:
- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended

!! WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:
- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:
- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of allegations of misconduct or while allegations of misconduct were pending?

☐ Yes  ☐ No
b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:
   - all criminal convictions
   - misdemeanors and felonies
   - convictions based on a plea of no contest or nolo contendere
   - convictions dismissed pursuant to Penal Code Section 1203.4
   - driving under the influence (DUI) or reckless driving convictions
   - no matter how much time has passed

You do not have to disclose:
   - misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
   - Infractions (DUI or reckless driving convictions are not infractions)

   □ Yes  □ No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

   □ Yes  □ No

d. Are any criminal charges currently pending against you?

   □ Yes  □ No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   □ Yes  □ No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   □ Yes  □ No
12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)
As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☐ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☐ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #14 below, the person signing verifies that there were no objections to this waiver request.
14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Signature of Applicant
(Sign full legal name as listed in #2)

Date

15. EMPLOYING AGENCY CERTIFICATION  (To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELP) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: __________________________

Title: __________________________

Date: __________________________
July 15, 2016

To Whom It May Concern,

This letter serves to verify that Natalie Frost is currently enrolled in the Pupil Personnel Services Credential in School Social Work program at Sacramento State. She has completed one of the two courses and is enrolled in the second course. She is on track to complete the coursework on August 20, 2016. She has completed the required fieldwork hours and corresponding paperwork in order to apply to for the clear credential. She must wait until she completes the second course before she submits the paperwork to the University. Processing of the paperwork by the University and the California Commission on Teacher Credentialing takes at least three weeks.

Please contact me at (916) 278-5878 or morrisonj@csus.edu should you have any questions or concerns.

Sincerely,

[Signature]

Jessika Morrison
Senior Program Coordinator
VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for first time and subsequent waivers only.

1. EMPLOYING AGENCY (include mailing address)  County/District  Contact Person:
San Juan Unified School District  CDS Code  Baljit Jhatu, HR Analyst
3738 Walnut Ave., Carmichael, CA 95608  34 67447  Telephone #: (916) 971-7669
NPS/NPA (list county code ________)

EMail: baljit.jhatu@sanjuan.edu

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number: [__________]

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Mallory ________________________________ K Williams ________________________________
First Middle Last

Former Name(s) ________________________________ Birth Date ________________________________

Applicant's Mailing Address ________________________________

Phone# ________________________________ Email ________________________________

Waiver Title Pupil Personnel Services School Social Work
(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment School Social Worker
Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: ________________________________
- Is this a full time position?  Yes [x]  No [ ]
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) ________________________________
- Is this a subsequent waiver? (see #9 for additional information)  Yes [ ]  No [x]
3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: 44266

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification must be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/ dd/ yyyy): 08/ 01/ 2016 to 06/ 30/ 2017
Ending date of school term, track, or year: 06/ 30/ 2017

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

☐ Special Education ☐ Driver Education and Training
☐ Clinical or Rehabilitative Services ☐ 30-Day Substitute
☐ Speech-Language Pathology Services

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

☐ Advertised in local/national newspapers ☐ Contacted IHE placement centers
☐ Advertised in professional journals ☐ Distributed job announcements
☐ Attended job fairs in California ☐ Internet
☐ Attended recruitment out-of-state

Other


c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.
6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

☐ Administrative Services
☐ Single Subject Teaching (all subject areas)
☐ Designated Subjects – except driver education and training
☐ Teacher Librarian Services
☐ Multiple Subject Teaching
☐ Pupil Personnel Services: Counseling, Psychology, Social Work
☐ Reading Specialist/Certificate
☐ Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. must be attached.

The employer must verify all of the following:

✔ Distributed job announcements
✔ Contacted IHE placement centers
✔ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

☐ Advertised in local/national newspaper
✔ Attended job fairs in California
☐ Attended recruitment out-of-state
☐ Advertised in professional journals
Other ____________________________

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 5

How many individuals credentialed in the authorization of the waiver request were interviewed? 5

What were the results of those interviews? (Please indicate answers in numbers)

_____ Applicant(s) withdrew
x _____ Candidate(s) declined job offer
x _____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

Ms. Williams is currently enrolled in the Pupil Personnel Services Credential program at CSU Sacramento. She is completing her last class and fieldwork hours. She will be recommended for her Preliminary credential before the end of the year.
e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE
Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL
List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

<table>
<thead>
<tr>
<th>PROGRAM, COURSE, EXAMINATION, EXPERIENCE</th>
<th>TARGET COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork hours</td>
<td>11/01/2016</td>
</tr>
<tr>
<td>Final course</td>
<td>08/20/2016</td>
</tr>
</tbody>
</table>

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER
By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name ___________________________________ Position ____________________________

9. SUBSEQUENT WAIVER REQUESTS
- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?
Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes  ☑ No  ☐ Not applicable (program completion is not a requirement)
11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)
Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding *Professional Fitness Explanation Form*.

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended

⚠️ WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reverted or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of allegations of misconduct or while allegations of misconduct were pending?

☐ Yes  ☐ No
b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:
   - all criminal convictions
   - misdemeanors and felonies
   - convictions based on a plea of no contest or nolo contendere
   - convictions dismissed pursuant to Penal Code Section 1203.4
   - driving under the influence (DUI) or reckless driving convictions
   - no matter how much time has passed
You do not have to disclose:
   - misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
   - Infractions (DUI or reckless driving convictions are not infractions)

   - Yes  [ ]  No  [ ]

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

   - Yes  [ ]  No  [ ]

d. Are any criminal charges currently pending against you?

   - Yes  [ ]  No  [ ]

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   - Yes  [ ]  No  [ ]

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

   - Yes  [ ]  No  [ ]
12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)
As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☐ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☐ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district

2. An individual who is scheduled to complete initial preparation requirements within six months

☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #14 below, the person signing verifies that there were no objections to this waiver request.
14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Signature of Applicant
(Sign full legal name as listed in #2)

Date: 8/18/16

15. EMPLOYING AGENCY CERTIFICATION (To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: __________________________________________

Title: __________________________________________

Date: __________________________________________
July 22, 2016

Dear Garrett Godfrey,

This letter serves to verify that Mallory Williams is currently enrolled in the Pupil Personnel Services Credential in School Social Work program at Sacramento State. She has completed one of the two courses and is enrolled in the second course. She is on track to complete the coursework on August 20, 2016. She needs to complete the required fieldwork hours and corresponding paperwork in order to apply to for the clear credential. She must wait until she completes the second course before she submits the paperwork to the University. Processing of the paperwork by the University and the California Commission on Teacher Credentialing takes at least three weeks.

Please contact me at (916) 278-5878 or morrisonj@csus.edu should you have any questions or concerns.

Sincerely,

[Signature]

Jessika Morrison
Senior Program Coordinator
SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2016-2017

SEPTEMBER 27
Week of the School Administrator – A
Credit Recovery Support and Student Progress - R
Summer Construction/Facilities Update – R
LED Lighting Retrofit – Phase 3 – A
Public Hearing: Sufficiency of Textbooks and Instructional Materials and Adoption of Resolution – A
*Resolution to participate in the Federal Surplus Property Program – A
*Educator Effectiveness Funds, Visions in Education [Discussed: 9/13/16] – A
*MOU between Visions to Learn and SJUSD – A

OCTOBER 11
Overview of State Accountability System – R
Educator Effectiveness Plan – Revised – R
LCAP Advisory Committee – A
BP 5030 Wellness Policy – D
BP 1114 Social Media – D
Summer School – R
Williams Complaint – R

OCTOBER 25
Recognition – National School Psychology Awareness Week (Nov. 11-18) – A
School Start Times – R
Alternative Learning Center – R
Innovative Schools Update – R
BP 1114 Social Media [Discussed 10/11/16] – A
Teachers Outside of Regular Base Credentials – A
*BP 5030 Wellness Policy [Discussed: 10/11/16] – A

NOVEMBER 15
System of Professional Growth Progress – R
Safe Schools Update – R
Set Annual Organizational Meeting – A

DECEMBER 13
Annual Organizational Meeting – A
Innovative Schools II (Ottomon, Pasadena, Edison, Cottage, TK) Update – R
Center for Teacher Support Induction and PAR and review of programs – R
2016-2017 First Interim & Budget / Financial Status Report – A
2015-2016 Audit Report – A

JANUARY 10
Student Refugee Population – R
Elementary Literacy Update – R
Williams Complaint – R
Annual Policy Review – D
BP 3430 Investing
BP 5116.1 Open Enrollment
BP 6145 Extra Curricular
BP 6020 Parent Involvement
*Disposal of surplus property pursuant to Board Policy 3270 and Education Code §17545 & §17546 – A

rm: updated 9/6/2016 8:17 AM
JANUARY 24
Recognition – 2016 Classified Employee of the Year – A Oropallo
Recognition – National School Counselor Week – A Messer
Math Implementation Update – R O’Neil
Adult Education / CTE Program Update – R Messer
Family and Community Engagement – R Allen
School Accountability Report Cards – A O’Neil
  BP 3430 Investing
  BP 5116.3 Open Enrollment
  BP 6145 Extra Curricular
  BP 6171 Parent Involvement

FEBRUARY 14
Innovative Schools III (Ottomon, Pasadena, Edison, Cottage, TK) Update – R Hulsey
Advance Learners – Access to Advanced Program – R Messer
High School signature Projects – R Camarda
Con App Winter Report – R Calvin
CSBA Delegate Assembly Election – A Board

FEBRUARY 28
LCAP – mid-year report – R O’Neil
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated) – D Oropallo
Resolution Reducing/Discontinuing CCS & Criteria for Tie Break (Certificated ECE) – D Oropallo
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated, Adult Ed) – D Oropallo
Notice of Intent to Reduce Classified Positions – D Oropallo

MARCH 14
Recognition – Arts Appreciation Month (March) – A O’Neil
English Learner/ELD Update – R Calvin
Graduation Requirement Progress – R Messer
Second Interim Budget Report – R Stephens
*Notice of Intent to Reduce Classified Positions [Discussed: 2/28/17] – A Oropallo

MARCH 28
Recognition – Week of the Young Child – A Hulsey
Voice: Student / Family / Community Surveys and Listening Circles Results – R O’Neil
New High School Course Adoptions – D O’Neil
*Approval to dispose of surplus property pursuant to BP 3270 & Ed Code 17545 & 17546 - A Stephens

APRIL 18
Recognition – School Bus Drivers Appreciation Day – A Oropallo
Multi-Tiered System of Support (MTSS) Progress to date – R Calvin
Common Core Implementation Update – R O’Neil
2017-2020 LCAP Draft – R O’Neil
New Textbook Adoptions – D O’Neil
Williams Complaint – R Simlick
*Audit Report on Measure J, N & S – A Stephens
*Authorized Signature Resolution - A Stephens
*New High School Course Adoptions [Discussed: 3/28/16] – A Messer

MAY 9
Recognition – Day of the Teacher (May) – A Oropallo
Recognition – Health Week and School Nurse Day (May) - A Calvin
Recognition – National Board Certificated Teachers (if applicable) Oropallo
Innovative Schools IV (Grand Oaks, Arlington, Carriage, Sylvan) Update – R Hulsey/Shoemake
System of Professional Growth Progress – R Messer
*Actuarial Report Stephens
<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 23</td>
<td>Recognition – Science Olympiad (if applicable)</td>
<td>Allen</td>
</tr>
<tr>
<td></td>
<td>Recognition – Academic Decathlon (if applicable)</td>
<td>Allen</td>
</tr>
<tr>
<td></td>
<td>Recognition – National Science Bowl (if applicable)</td>
<td>Allen</td>
</tr>
<tr>
<td></td>
<td>Reporting to Parents - R</td>
<td>Hulsey</td>
</tr>
<tr>
<td></td>
<td>ECE Integration Update – R</td>
<td>Hulsey</td>
</tr>
<tr>
<td></td>
<td>Interfund Borrowing of Cash – A</td>
<td>Stephens</td>
</tr>
<tr>
<td>JUNE 13</td>
<td>Public Hearing: LCAP – D</td>
<td>O’Neil</td>
</tr>
<tr>
<td></td>
<td>Public Hearing: LCAP/Visions in Education – D</td>
<td>O’Neil</td>
</tr>
<tr>
<td></td>
<td>Public Hearing: Presentation of the 2016-17 Budget – D</td>
<td>Stephens</td>
</tr>
<tr>
<td></td>
<td>*Charter School 2015-2016 Audit Reports (CMP, GVC, Options, Gateway International)</td>
<td>Stephens</td>
</tr>
<tr>
<td></td>
<td>*Disposal of Surplus Property – A</td>
<td>Stephens</td>
</tr>
</tbody>
</table>

D=discussion; A=action; *=consent; R=report; PC=public comment