STRATEGIC PLAN QUARTERLY UPDATE 2011-12

Strategy 1: We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans.

SPECIFIC RESULT: Implement effective instructional strategies and 21st century skills.

Implementation Timeline: 1-year ____  Multi-year X ____  Status: In Progress-Y3  Person Responsible: Roger Stock

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011

Provided professional learning for high school summer school teachers to address the issues of student engagement, standards, and assessments on June 16 and 17;

Facilitated a session to support leaders new to San Juan and/or to their position to learn about the Strategic Plan, Theory of Action, and nested learning models on August 1;

Developed year-long plan, including essential questions and learning targets for Leadership Academies to teach and provide models of effective practices, protocols, and strategies for principals to lead for powerful instruction on August 2 and 3;

Facilitated Division of Teaching and Learning retreat to establish district essential questions and learning outcomes for improving powerful instruction and insure alignment and cohesiveness;

Planned and facilitated a New Leaders seminar to support new leaders to the organization and/or site to know and understand our Strategic Plan, Theory of Action and coaching models on August 6;

Revised nested learning community model for monthly Leadership Academies, Network meetings, and site based coaching model to emphasize more reflective and differentiation of leadership support to build capacity of principals to lead for powerful instruction beginning on September 1;

Revisited Instructional Rounds model with all K-12 principals to gather evidence based examples of effective instructional practice;

Planned and facilitated the administrative retreat and Leadership Academy to frame instructional leadership on August 3 and 4;


Facilitated Leadership Academy for secondary principals, VP’s and lead teachers to increase capacity of secondary to lead disciplinary literacy and to increase leadership capacity and provide support for operational issues on Oct. 5;

Facilitated New Leader Support training to increase understanding of the District Theory of Action, coaching model, and strategic initiatives Oct. 5;
Facilitated Operational Forums Conferences for all District administrators to support operational issues, (Oct. 5);
Facilitated Disciplinary Literacy Institutes with the IFL to assist middle and high school teachers in implementing Disciplinary Literacy units on Oct. 4, 5, Nov. 1, 2, 29;
Facilitated Writing Workshop training for teachers and administrators at the elementary and middle school levels in October and November;
Facilitated Leadership Celebration to celebrate leadership in San Juan and the work of implementing the District Strategic Plan on Dec. 7;
Facilitated Division of Teaching and Learning Retreat on Dec. 14;

**Quarter 3: Jan. – Mar. 2012**

Facilitated Disciplinary Literacy Institutes with the IFL to assist middle and high school teachers in implementing Disciplinary Literacy units on January 31, February 1, February 28-29 and March 20;

Communicating quality instruction through the Academic Achievement Series on Disciplinary Literacy on January 24, on Comprehensive Balanced Literacy on March 13 and on California Common Core Standards on March 27;

Facilitated Leadership Academy for secondary principals, VP’s and lead teachers to increase capacity of secondary to lead disciplinary literacy and to increase leadership capacity and provide support for operational issues on Oct. 5;

**Quarter 4: Apr. – June 2012**
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY 1: We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans.

SPECIFIC RESULT: Ensure the implementation of standards-aligned curriculum at each grade level, beginning with English-language arts (ELA) and math.

Implementation Timeline: 1-year ____ Multi-year X ____ Status: In Progress-Y3 Person Responsible: Roger Stock

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<tr>
<th>QUARTERLY ACTIONS</th>
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<tbody>
<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Reviewed K-8 ELA curriculum maps to align with common core standards, including assessment recommendations and timelines on July 27-28;</td>
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<tr>
<td>Scheduled 9-12 ELA curriculum map writing with same team who wrote K-8 curriculum maps, August 9;</td>
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<tr>
<td>Audited Board Adopted textbook list to ensure all texts meet Williams sufficiency, are board adopted, and align to state and local standards on August 15-19, August 22-26, August 29-September 2, and September 5-9;</td>
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<tr>
<td>Revised Course of Study process and timelines to include pilot courses for 2011-2012 on July 27;</td>
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<tr>
<td>Reconvenced grade 5 and 6 Holt Math Adoption committee to review data from STAR in order to identify math focused PD for 2010-2011 to support year two of math adoption on September 7;</td>
</tr>
<tr>
<td>Developed 5 year plan to address Algebra 1 needs at secondary including professional development, curriculum needs, pedagogical practices, and assessments on July 15 and August 12;</td>
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<tr>
<td>Convened a professional learning assessment committee to identify metrics and assessments for disciplinary literacy, writing workshop, and comprehensive balanced literacy initiatives on September 6 and September 20;</td>
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<tr>
<td>Developed goals and metrics for disciplinary literacy and comprehensive balanced literacy to include strategic support for EL and SPED students on July 27-28, and September 2 and 9;</td>
</tr>
<tr>
<td>Facilitated a session to support Cohort 2 elementary schools to begin implementing Bookshop in November 2011 to ensure small group reading instruction in all elementary schools by December 2011 on September 13;</td>
</tr>
</tbody>
</table>

| **Quarter 2: Oct. – Dec. 2011** |
| Facilitated High School ELA Curriculum Mapping on Dec. 9; |
Supported the development of a comprehensive list of Board Adopted texts for the Williams Act, ongoing through December;
Supported the formulization of the Board Adopted Text process to be inclusive of digital texts and online programs, October to December;
Supported the adoption process for Spanish 1, Spanish 2, AP French, October to December;
Supported the revision of the textbook adoption cycle for the next ten years reflecting the state timeline (and postponement of adoptions due to budget/common core standards implementation) in October;

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<tr>
<td>Facilitating and engaging in curriculum planning with Howard Segan and Susan Radley Brown for CCSS-aligned ELA curriculum maps on February 3;</td>
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<tr>
<td>Facilitating the Principal Training of the California Common Core Standards on March 7;</td>
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<tr>
<td>Facilitating and training DTL leadership on demands of the Common core to support their implementation on February 13, 15, 17, 23, and 27;</td>
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<tr>
<td>Presenting Board presentation on the California Common Core Standards on March ;</td>
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<tr>
<td>Planning and facilitating the SB 43 network on March 23;</td>
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<tr>
<td>Reviewing the revision of the textbook adoption cycle for the next ten years reflecting the state timeline (and postponement of adoptions due to budget/common core standards implementation) in February and March;</td>
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<tr>
<td>Facilitating the updating Board Adopted textbooks lists and posting the list on the District website on March 1;</td>
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<tr>
<td>Reviewing new course proposals for high school 2011-2012 school year in January, February and March;</td>
</tr>
<tr>
<td>Facilitating textbook adoption cycle for Spanish 1, Spanish 2 and AP French in January, February and March;</td>
</tr>
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| Quarter 4: Apr. – June 2012 |
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY I: We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans.

SPECIFIC RESULT: Implement a phase in–model, a comprehensive intervention support model for all students not proficient in ELA and Math.

Implementation Timeline: 1-year ____ Multi-year X ____ Status: In Progress-Y3 Person Responsible: Dee Nishimoto

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
Provided San Juan Reads Program to 864 students in grades K-5 from June 20– July14, English Now! to 78 English Learner students, and The Arts in Literacy to 30 middle school English Learners, June 20 – July 14;
Provided Summer School for 4170 secondary students for credit recovery (two sessions), June 20 – July 28;
Provided Summer Refugee Program to 51 students from June 20 – July 14;
Funded 14 Title I Coaches and 17 Title I Class-size Reduction Teachers to provide direct services at Title I sites for 2011-2012;
Funded 24 of English Language Instructional Specialist (ELIS) to provide direct services at sites with English Learner students for 2011-2012 using Title III funds;
Provided a Comprehensive Balanced Literacy Summer Institute for 5 ELIS, 13 Title I Coaches, and Literacy Teachers August 8 - 11;
Provided training for Special Education Managers on “Understanding Interventions” on August 12, 2011;
Provided training for a total of 37 Special Education Teachers on Read 180 on August 9 and August 10, and August 26;
Provided training for 43 Elementary/Middle School Special Education Teachers on the newly adopted math curriculum “Do the Math” on August 15, 16, and September 19 and 20;
Provided training for 16 Secondary Special Education Teachers on the newly adopted math curriculum “Expert 21” on August 30 & 31;
Provided training to lead from Title I sites on use of the DataZone system for collection and analysis of data to inform next steps in personalization of instruction on September 19 and October 6;
Provided training for 34 ELIS in coaching and differentiating instruction for English Learners within a Comprehensive Balanced Literacy Framework on September 22;
Provided training for 14 Title I Coaches in coaching and personalization of instruction within a Comprehensive Balanced Literacy Framework on September 23;

**Quarter 2: Oct. – Dec. 2011**

Supported schools in the use of data to guide personalization of instruction by:
- Provided follow-up training for 8 Title I Teacher-coaches on use of the DataZone system for collection of data, creation of reports and analysis of data to inform next steps in personalization of instruction on Nov. 9;
- Initiating the Personalized Learning Team of Administrators to focus on determining current practice at schools with: universal screening, interventions, and recommendations for next steps on Nov. 29;

Strengthened the support for Comprehensive Balanced Literacy in elementary schools by:
- Providing training with Adria Klein to 14 Title I Coaches in coaching and personalization of instruction within a Comprehensive Balanced Literacy Framework focused on Interactive Read Aloud and Shared Reading on Oct. 11, Nov. 17, and Dec. 2;
- Training 13 Title I Elementary Lead Teams on the use of the resources from Bookshop to supplement the core program through small group instruction on Oct. 31, Nov. 1, Nov. 29, and Nov. 30;
- Facilitating principal walkthroughs with Bookshop Staff Developer to provide coaching on evidence of targeted instruction during Shared Reading on Dec. 6 and Dec. 8;

Supported Program Improvement Schools in implementing Supplemental Services to support student learning by:
- Ensuring all eligible students at PI Year 2+ schools received applications for Supplemental Educational Services (SES);
- Providing 14 Title I principals program improvement information on Oct. 5 and Nov. 1;
- Organizing and offering Supplemental Educational Services (SES) Providers Fair to parents, more than 300 parents attended on Oct. 12 and Oct. 25;
- Supporting 9 SES eligible principals with details on implementation of intervention for students at their schools on Oct. 13;
- Supporting 9 SES eligible schools with planning and implementation of the San Juan Succeed! SES Program Oct. – Dec.;
- Conducting meetings with SES Liaisons to ensure alignment of program to the needs of the students on Nov. 3;
- Training 70 SES teachers in effective strategies for intervention in preparation for San Juan Succeed on Dec 6, 7, and 8;

Strengthened support for English learners by:
- Provided training by Adria Klein to elementary English Language Instructional Specialists (ELISes) on the Interactive Read Aloud and Shared Reading components of CBL on Oct.20, Nov.16, and Nov. 30;
- Training elementary principals on the need for systematic ELD and the changing role of the ELIS on Nov. 16;
Training ELISes on district EL program data and on teaching academic language on Nov. 29;
Training Secondary ELISes in Disciplinary Literacy on Oct. 4 and 5, Nov. 1 and 2;

Strengthened implementation of ELA and math interventions and alternative curriculum for students with disabilities by:

- Providing ongoing professional development for curriculum support in reading including ALL/ESLB Refresher, iLearn Refresher, Equals Refresher, Read 180 Refresher, and iLearn Suite/iPASS in October and November;
- Providing ongoing professional development for curriculum support in math through Do the Math on Nov. 9 and Dec. 8;
- Improving the Instructional Materials Center (IMC) to house all Tier 2 and Tier 3 (strategic and intensive) curriculum as well as alternative curriculum and testing materials;
- Providing professional development for Transition Best Practices for students aged 15+ on Dec. 1;

**Quarter 3: Jan. – Mar. 2012**

Provided training with Adria Klein to Title I teacher-coach on strategies and protocols for facilitating professional learning group work and coaching to support teachers in instructional decisions in Shared and Guided Reading on January 31, February 9 and March 6;

Provided training to 13 Title I Elementary Lead Teams on the use of the resources from Bookshop to supplement the core program to personalize instruction through small group instruction on January 26, January 27, March 20 and March 21;

Consulted with High School counselors to ensure best alignment of summer school to the graduation needs of students;

Met with Title I principals on prioritizing strategies to impact student achievement: 1/18/12;

Planned, organized and developed a plan for professional development and tutoring strategies with Will Rogers Middle School principal and the Math Department on SES program: 1/30/12;

Recruited additional Supplemental Educational Services (SES) teachers from various schools in the district for San Juan Succeed SES Program: January 2012;

Planned and provided professional development for 17 newly hired SES teachers to tutor at San Juan Succeed SES schools: 1/31/12-2/1/12;

Observational and progress monitoring visits to schools with SES program to ensure that students were making progress in the focus areas stated in their Student Learning Plans: 2/27/12; 2/29/12;

Serving total of 1,571 students in SES programs: 871 enrolled in San Juan Succeed SES Program and 700 enrolled with private SES programs: updated enrollment lists as of 3/2/12;

Provided training by Adria Klein to elementary English Language Instructional Specialists (ELISes) on the Interactive Read Aloud and Shared Reading components of CBL December 1, 2011; January 30, 2012; February 8, 2012; March 6, 2012;

Provided professional development to all ELISes on the teaching of academic language and the use of data to monitor progress and drive
Provided Disciplinary Literacy Professional Development to secondary ELISes to support alignment of work within content classes with English Learner (EL) needs on January 31, February 1, February 28, February 29 and March 20;

Supported six elementary schools and one middle school in providing extended day learning opportunities for ELs using EIA-LEP money;

Provided training to 23 Bilingual Instructional Assistants on scaffolding for English Learners using the think aloud to strengthen reading strategies January 31;

Provided tutoring services to 16 students (K-12) enrolled in the Indian Education Program. 13 San Juan teachers provided these direct services to students from January 1-March 31 ongoing;

Provided ongoing PD for Curriculum Support (Read 180)

2/9/12: Read 180 Refresher Meeting; 15 Participants

Provided PD for Special Education Best Practices

1/18/12: West Ed Collaboration Pilot Group Meeting; 6 Participants
1/18/12 & 2/1/12: Prompting/Fading; 51 Participants
2/3/12: Secondary Teachers Job Alike; 29 Participants
2/8/12: Disability Awareness – Focus on Accommodations: 56 Participants
2/9/12: Understanding Manifestation Determination; 34 Participants
2/9/12: Understanding the Supplemental Report Card; 9 Participants
2/13/12: Autism Specific Reinforcement Training; 12 Participants
2/16/12: Elementary Teachers Job Alike; 39 Participants

Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY 1: We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans.

SPECIFIC RESULT: Use frequent District-level benchmarks and common site-level assessments in ELA and math to inform instruction.

Implementation Timeline: 1-year _____ Multi-year X _____ Status: In Progress-Y2 Person Responsible: Donna O’Neil

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011

Supported the development and use of high quality assessment by:

- Training 8 teachers from 6 sites on the development of quality classroom assessments in August 4-5;
- Presenting and discussing systematic assessment plans with principals on August 4;
- Revising and providing district benchmarks in ELA (grades 1-11) and math (grades 1-Geometry);
- Discussing the use of school site data to improve instruction with 15 site leaders and Division of Teaching and Learning leaders in August;
- Discussed the use of schoolwide and targeted student group site data to identify an instructional focus at each school with elementary principals on September 7-8;
- Reconvening District-SJTA Joint Assessment Committee who will continue addressing improvement of assessment literacy across all sites on September 12;
- Meeting with an expanded Formative Assessment work group, including 16 teacher and four administrators, around the implementation of formative assessments on September 19;
- Collecting and analyzing assessment plans according to comprehensiveness and coherence in late September;

Supported school implementation of formative assessment by:

- Supporting 8 site leaders to attend the Assessment Training Institute in July;
- Training Mira Loma teachers around the role of formative assessment on August 17;
- Supporting the development of common formative assessments in Algebra 1 and World History at San Juan High School on September 20-21, 28-29;
Supported assessment of 21st century skills by:

Training additional teachers from Sierra Oaks, Woodside, and Starr King in performance tasks on September 14;
Meeting with site teacher teams implementing performance tasks on September 26;

Initiated the pilot of a computer-adaptive assessment tool which measures student growth by:

Identifying and training the support team for implementation of Scantron’s Performance Series growth assessment on August 19;
Recruiting schools to pilot growth assessment in August and September;
Training English and math teachers at Rogers, Kingwood, Pasteur, Arden, San Juan, Del Paso Manor, Encina, and Northridge on the use of the assessment system in August and September;
Implementing baseline testing at Arden, Rogers, Pasteur, and Kingswood in September;
Training school leads on the use of the available data after testing is completed on September 26;


Supported the development and use of high quality assessments by:

Assessing students and analyzing results from quarterly common assessments in English-language arts and math for middle and high schools in October;
Assessing students and analyzing results from quarterly common assessments in reading and math for elementary schools in November;
Studying and applying learning from Transformative Assessment in Action (J. Popham) with the Formative Assessment work group comprised of teachers and administrators on October 17 and December 12;

Supported school implementation of formative assessment by:

Supporting the development of common formative assessments in Biology at San Juan High School on October 3-4;
Providing professional learning opportunities in partnership with SJTA for 281 members of site leadership teams around formative assessment topics on December 5 – 8;
Hosting networking session in partnership with SJTA for 37 members of leadership teams from Bella Vista, Casa Roble, El Camino, Mesa Verde, and Mira Loma High Schools whose schools have formative assessment as an instructional focus on December 8;

Supported the pilot of a computer-adaptive assessment tool which measures student growth by:

Training teachers on the administration of the Performance Series assessments at participating schools in October;
Implementing baseline testing for 3214 students in reading and 3467 students in math at Cambridge Heights, Carmichael, Del Paso Manor, Dyer-Kelly, Edison, Greer, Howe Avenue, Kingswood K-8, Mariposa, Northridge, Oakview, Woodside K-8, Arden MS, Rogers MS, Pasteur

Supported the development and use of high quality assessments by:

- Presented San Juan’s Assessment Landscape to Curriculum, Standards and Student Services Board Committee on March 7;

Supported school implementation of formative assessment by:

- Facilitated a teacher learning team focused on implementation of formative assessment on January 23 and March 19;
- Supported x sites using Bookshop literacy assessments to better understand data being collected, refining classroom use and connecting the data to other performance measures;
- Providing professional learning opportunities in partnership with SJTA for approximately 245 members of site leadership teams around formative assessment in classroom instruction linked with literacy initiatives on March 22 and March 27;

Supported the development and use of high quality assessments by:

- Developed materials and protocols to support teachers in interpreting growth measure results;
- Completed the second administration of the growth measure with approximately 6,000 students in reading and 5,500 students in math at 18 schools;
- Conducted site staff training at 10 sites on use of growth measure data to support student learning (January – March);

Supported assessment of 21st century skills by:

- Collaborated with pilot teachers around performance task data and experiences from the November Cell Phones in School task (January 12);
- Revised student/teacher materials and created an introductory video for Life Vests Save Lives (February);
- Conducted Life Vests Save Lives at Sierra Oaks, Starr King, Woodside and Arden MS with 350 students (March);
- Collaborated with pilot teachers around performance task data and experiences from the March Life Vests Save Lives task (March 26);
- Initiated research around content or tasks appropriate for grade 7 and grades 9/10 for 2012-13 (March);

Quarter 4: Apr. – June 2012

MS, Encina HS, and San Juan HS in October;

Training teachers on analyzing results of the Performance Series assessments and use of that data to inform instruction at participating schools in November and December;

Supported assessment of 21st century skills by:

Implementing *Cell Phones in School* performance task with approximately 350 eighth grade students at Rogers MS, Arden MS, Sierra Oaks K-8, Woodside K-8, and Starr King K-8 in late October;
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY 1: We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans.

SPECIFIC RESULT: Develop and implement a comprehensive, ongoing cycle of professional development aligned to SJUSD’s mission and objectives, integrating effective instructional strategies, assessment models, and instructional technology.

Implementation Timeline: 1-year ___ Multi-year ___ Status: In Progress-Y2 Person Responsible: Stacy Spector

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<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Implemented Visual and Performing Arts integration to enhance math and writing work on June 13, 14, 15, and 16;</td>
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<tr>
<td>Provided opportunities for AVID teams to explore strategies to support students in their academic identity to be successful in college and career on July 11, 12, and 13;</td>
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<tr>
<td>Planned and facilitated Writing Workshop Beginning training for elementary and middle school teachers from July 11 to July 14;</td>
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<tr>
<td>Provided an opportunity for site level planning around San Juan Reads—Elementary Summer School Training on June 17;</td>
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<tr>
<td>Provided training for elementary Bookshop to explore resources around oral language, shared reading, and guided reading on June 15 and 16;</td>
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<tr>
<td>Provided training around English Now! to provide focused instruction to support ELs on June 16;</td>
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<tr>
<td>Provided opportunities for ELD teachers to develop guidance, template documents, and strategies for instruction and placement for EL 4s and 5s from July 25 to July 28 and from August 1 to August 5;</td>
</tr>
<tr>
<td>Implemented instructional rounds practice with ELD teachers to observe and coach in order to support student learning on September 20;</td>
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<tr>
<td>Planned and facilitated the Balanced Literacy Institute to take an in depth look at the elements of Comprehensive Literacy and how they work together to support student learning from August 8 to August 11;</td>
</tr>
<tr>
<td>Planned and facilitated training for academic coaches, BTSA/PAR consulting teachers, ELISes, and literacy teachers to gain and grow the fundamentals of SJUSD’s coaching model to coach for effective teaching and learning on August 3 and 4;</td>
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<tr>
<td>Provided training for teachers in need of GATE certification on from June 13 to June 16;</td>
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<tr>
<td>Provided training around Bookshop for approximately 75 participants at all elementary grade levels in Title I schools to provide an overview of its resources around Balanced Literacy and to provide time to plan on June 22, June 23, August 15, and August 16;</td>
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</tbody>
</table>
Provided training for new and returning Read 180 teachers to acquaint them with the program and to familiarize them with SAM, reports, data, and conferencing on August 9, August 10, and August 15;

Facilitated training for elementary Title 1 coaches and Bookshop teachers at Title I elementary schools, focusing on Comprehensive Balanced Literacy on September 9;

Modeled for BTSA/PAR/TOSA staff effective coaching practices to support improved adult instructional practice on September 2;

Modeled and recommended adult learning modalities to Business Services, Human resources, and Instructional Technology for training for all site administrators on August 3;

Implemented Field Study for Teaching American History Grant teachers in New Orleans, June 27-30;

Implemented Field Study for Teaching American History Grant teachers in Denver, August 3-5;

Attended Annual Project Director’s Meeting in Washington DC for Teaching American History Grant, August 8-10;

Completed and submitted Teaching American History Annual Performance Report to the U.S. Department of Education, August 30;

Planned and facilitated and modeled instructional strategies at Teaching American History Grant Supper Seminar #1, September 15;

**Quarter 2: Oct. – Dec. 2011**

Supported professional learning around literacy initiatives by

Implementing Disciplinary Literacy training for approximately 45 ELA and social science secondary teachers on October 4, 5, November 1, 2, 29;

Modeling and coaching Disciplinary Literacy practices at Mesa Verde and Churchill in October, November and December;

Supporting literacy teachers and coaches during Comprehensive Balanced Literacy professional development training throughout October, November and December;

Supporting the grant application process and budget development for the SJUSD Reading Recovery Teacher Leader training position, November, December;

Attending Bookshop Coaching Cohorts One and Two professional learning on October 31, November 28-29 and December 13-14;

Attending Bookshop Data Zone professional development on October 4, 6;

Observing Critical Literacy instruction at Schweitzer Elementary on October 6;

Attending Institute on Literacy Coaching and Whole School Reading Reform at Teachers College Columbia University in New York on October 21, 26;

Implementing the District Wide Read Aloud supporting reading at five schools across the district with twenty-five district office employees on October 31;

Supported refinement of practices around teaching writing by:
Participating in Teachers College Coaching Institute for Writing on October 22-26;
Planning and facilitating Writing Workshop Coaching Support needs assessment with Encina Sixth Grade on October 7;
Planning and facilitating Writing Workshop Coaching Support with Edison Elementary School on October 10;
Attending Balanced Literacy Title One Coaching focusing on Shared Reading on October 11;
Attending and supporting the Bookshop Cohort 2 Informational Meeting, October 12;
Coaching to support Writing Workshop at Edison and Encina throughout October, November, and December;
Planning and facilitating Writing Workshop Coaching Support at Pershing Elementary School, October 20;
Attending and supporting Writing Workshop professional learning focusing on the Teaching Point of a Mini-lesson at Pershing Elementary School, October 30;
Supported planning and implementing quality instruction by:

Coaching one Encina teacher around curriculum planning for clear learning outcomes on October 13,19;
Planning, facilitating and modeling instructional strategies at Teaching American History (TAH) Grant History Labs on October 13 and November 17;
Completing site visits and coaching of TAH teachers at 14 school sites in October and November;
Submitting student pre-tests to WestEd for evaluation of Teaching American History Grant on October 3;
Supporting the implementation of the DataZone assessment program on October 31, November 2, 29, 30;
Providing professional development with outside consultants on the current trends of World Language instruction in October to December;
Planning and engaging in Holt Math adoption professional learning forum with 2 sixth grade and 1 fifth grade teachers on October 26;
Attending Teachscape Reflection Camera Training on November 3;
Planning and facilitating the Tough Talk Module One: Race and Relations in Our Schools and Module Two: Building Climate that Involves us ALL in October and November;

Supported the integration of technology to support teaching and learning by:
Participating in Vanguard technology meeting with Dr. Debra Pickering on October 14;
Facilitating MMUG training at Carnegie Middle School on October 15;
Supported multiple models of effective professional learning for teachers and administrators by:
Providing articles for Leadership Reflections on an ongoing basis;
Informing staff of professional development opportunities through Learning Teams as part of SJUSD's Continuing Education program, October to December;
Attending Google Apps for Education training webinar on November 11, 16;
Attending and participating in a collaboration with Assessment, Evaluation and Planning to create a measurement tool to evaluate our Professional Learning, October 6;
Sponsoring a three-part webinar with lead researcher Michael Fullan for SJUSD staff on November 22, December 6, 13;
Planned for rollout of Common Core Standards and assessments by:
Attending the Common Core Collaborative at Sacramento County Office of Education in October and November;
Attending Smarter Balance Assessment training at Sacramento County Office of Education on December 9;

**Quarter 3: Jan. – Mar. 2012**

**Supported professional learning around literacy initiatives by:**

Supporting literacy coaches during professional training in comprehensive balance literacy on January 27, February 17 and March 8;
Providing online resources for easy access to further understanding of initiatives on February 17;
Support implementation of Datazone assessment professional development on January 25, January 31 and February 29;
Approving of continuing education requests in January, February and March;
Observing Critical Literacy instruction at Schweitzer on Jan. 23-27;
Completing a new episode of San Juan Learning Matters for airing on Comcast Channel 16. Topic: Disciplinary Literacy;
Attending Bookshop Coaching Cohort Two professional learning on January 26-27, February 27 and March 21-22;
Facilitating an on line book study for *Preventing Misguided Reading* for approximately 50 elementary teachers in order to support their implementation of Guided Reading from February 15 - March 23;
Facilitating an online book study for *Content Matters* for approximately 30 secondary teachers in order to support their implementation of literacy practices from February 13-March 23;
Planning and facilitating Balanced Literacy Professional learning focusing on Shared Reading at Pershing Elementary School on February 9;
Attending Institute on Content Literacy and the Common Core Standards at Teachers College Columbia University in New York on February 20-24;
Facilitating Disciplinary Literacy Institutes with IFL to assist middle and high school teachers in creating Disciplinary Literacy units on January 31, February 1, February 28, and February 29;
Coaching teachers at Encina High School, Mesa Verde High School, and Arcade Middle School to support the implementation of literacy practices in the content areas in January, February, and March;

**Supported refinement of practices around teaching writing by:**
Attending and supporting Writing Workshop professional learning at Encina with Brenda Wallace from Accelerated Literacy Learning, January 18, 31, February 14, 28 and March 20;

Attending a planning follow-up coaching needs assessment with Encina Leadership on January 12;

Providing coaching support to Edison, Encina and Sierra Oaks throughout January, February and March;

**Supported planning and implementing quality instruction by:**

Completing ten sessions of Lesson Study planning and coaching with TAH teachers in January, February and March;
Completing 2 History Lab PD trainings and 1 Supper Seminar PD training for TAH teachers in January, February and March;
Substituting as principal at Sierra Oaks, Ottoman and Schweitzer;
Planning and facilitating KickStart Kindergarten teacher orientation on January 12;
Attending and participating as a member of the District Instructional Support Process Support Team on February 10;
Planning and facilitating the Tough Talk Module Three: Teaching and Learning for 21st Century Competencies and Module Four: Religion in Schools and Module Five: Special Education in January, February and March;
Attending and participating Northridge Elementary School’s “Read Across America” event on March 2;
Coordinating and facilitating video taping of Comprehensive Balanced Literacy lessons in January, February and March;
Attending the Coaching Collaborative book study of *Blended Coaching* on February 13 and March 12;
Prepared the integration of technology to support teaching and learning by:
Completing a new episode of San Juan Learning Matters for airing on Comcast Channel 16. Topic: Google Apps in Education;

Preparing and distributing California Standards Test support materials for school sites January and February;

Providing information for the UC California approval process for new course proposals by supporting approval process, following through with course timeline, approval procedures, resources and materials in January, February and March;
Supporting Reading Recovery grant implementation working with the Teacher Leader in training, materials, program design options, budget, information materials, teacher application, liaison for District and St. Mary’s Teachers College in January, February and March;
Supporting and facilitating informational meetings for teachers to apply for Reading Recovery training on March 8;
Participating as a member of Instruction Support Review Team working with the Office of Student Assistance to assure quality programs are implemented to meet the Strategic plan using the most effective instruction practices based on the needs of the school’s student population on March 1, 5, 6 and 7;
Supporting the purchase of materials for the Dual Immersion Program for the new grade to be added in the fall, 2012 in January;
Participating as a Liaison for the Sacramento Area Reading Association professional development events in January, February and March;

**Supported the integration of technology to support teaching and learning by:**

Completing a new episode of San Juan Learning Matters for airing on Comcast Channel 16. Topic: Google Apps in Education;
Completing a new episode of San Juan Learning Matters for airing on Comcast Channel 16. Topic: Naviance; Creating and facilitating online book studies on the following texts; Content Matters and Preventing Misguided Reading February 15 - March 23;
Supported facilitation of implementation of Datazone assessment program to better personalize instruction for students and inform instructional practices on January 21, January 31 and February 29; Attending Professional learning session on Digital Writing Workshop at Pershing Elementary School on March 1;
Supported multiple models of effective professional learning for teachers and administrators by:
Providing articles for Leadership Reflections on an ongoing basis;
Communicating through Leadership Reflections professional development opportunities in January, February and March; Facilitating webinar: Visible Learning by John Hattie’s research on January 9;
Facilitating webinar: Teachscape by Ellen Moir, CEO of the New Teacher Center on February 13;
Participating in presentation and summarized information from researcher Dr. Jana Echevarria, author of the Sheltered Instruction Observation Protocol (SIOP Model) on Differentiation for English Learners and implications for instruction for ELs on February 15;
Planned for rollout of Common Core Standards and assessments by:
Attending Institute on Integrating Content Literacy and the Common Core Standards at Teachers College Columbia University in New York on February 20-24;
Attending 90/90/90 Conference (The Leadership and Learning Center) in order to learn about the role of the Common Core State Standards in school improvement on March 7 and March 8;
Attending a Focus Group Meeting for the 1013 Revision of the Mathematics Framework For California Public Schools: Kindergarten Through Grade Twelve, February 28;
Participating with two classroom teachers in the Algebra Forum hosted by SCOE on January 24 and March 6;
Attending the ELA network meeting hosted by SCOE on January 17;
Meeting with representatives from Sacramento County Office of Education to discuss math support for Common Core Standards on January 5;
Meeting with representatives from Houghton-Mifflin to discuss math support for Common Core Standards on January 20;
Attending the Academic Literacy Summit at UC Davis on February 2;
Meeting with ELIS, Michelle Fox, to discuss the CCCS, March 12;
Attending Sacramento County Office of Education’s Smarter Balance Forum on March 19;
Facilitating webinar on Common Core State Standards presented by Douglas Reeves, “Closing the Implementation Gap for Common Core
Standards” on March 5;
Communicating professional opportunities for District personnel to apply for positions on the CDE Common Core State Standards committees in January, February and March

**Supported AVID program and student accomplishments by:**
Planning the AVID celebration to honor senior graduates in January, February and March;

**Supported state mandated observances and educational events by:**
Providing easy access to resources for teachers to use in preparation for student instruction in January, February and March;
Providing information through Leadership Reflections to community events and resources in January, February and March;

*Quarter 4: Apr. – June 2012*
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY 1: We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans.

SPECIFIC RESULT: Expand Leadership Training Program (LTP) and the Principal Coaching program.

Implementation Timeline: 1-year ____ Multi-year **X** ____ Status: In Progress-Y2 Person Responsible: Stacy Spector

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<tr>
<th>QUARTERLY ACTIONS</th>
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<tbody>
<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Surveyed LTP graduates on most essential supports, opportunities, and feedback that contributed to their success in order to replicate in 2010-11;</td>
</tr>
<tr>
<td>Determined percentage of successful graduates of LTP now employed in district leadership positions as a result of their LTP training;</td>
</tr>
<tr>
<td>Met with SCOE to determine Year 2 Title 1 Principal coaching cohort and support to be provided on September 26;</td>
</tr>
<tr>
<td>Met with Dr. Steven Winlock, Director, SCOE Leadership Institute to revise Tier 1 certification program participant supports;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Crafted Leadership Development White Paper for implementing a San Juan based leadership model for classified, teaching, and administrative staff November 13;</td>
</tr>
<tr>
<td>Identified timelines for Spring 2012 and Summer 2012 Leadership Cohort with SCOE;</td>
</tr>
<tr>
<td>Recruited teacher leaders to apply for Spring 2012 Leadership Cohort;</td>
</tr>
<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
</tr>
<tr>
<td>Met with district coaches to monitor progress of Leadership Cohort participants on January 17;</td>
</tr>
<tr>
<td>Provided Leadership Cohort 1 participants with leadership and instructional mentor texts on January 25;</td>
</tr>
<tr>
<td>Communicated in Leadership Reflections the dates and timelines for submitting applications for Cohort 2 on February 1;</td>
</tr>
<tr>
<td>Established communication with Cohort 2 candidates about district level supports to be provided should they enter program on February 8;</td>
</tr>
<tr>
<td>Met with Dr. Steven Winlock, Director, SCOE Leadership Institute to review progress of Cohort 1 participants and discuss culminating projects in June on February 15;</td>
</tr>
<tr>
<td>Developed a Board Communication informing Board members of Cohort 1 participation and the names of staff currently applying for Cohort 2 on</td>
</tr>
</tbody>
</table>
March 3;

*Quarter 4: Apr. – June 2012*
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY II: We will expand human, community, and financial resources and ensure they are used most effectively to achieve our mission and objectives.

SPECIFIC RESULT: Create a district-wide marketing campaign that enhances the District image and increases human and fiscal resources.

Implementation Timeline: 1-year ___ Multi-year X Status: In Progress-Y2 Person Responsible: Trent Allen

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<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
</tr>
<tr>
<td>Hired two communication specialists to, in part, directly support school sites with their marketing needs effective July 26;</td>
</tr>
<tr>
<td>Developed and implemented a distribution channel for District produced video content including marketing materials with the first material going live the second week of August 2011;</td>
</tr>
<tr>
<td>Developed key messages for 2011-12 with District’s senior leadership team at leadership retreat August 15 and at subsequent senior leadership meetings in August and September;</td>
</tr>
<tr>
<td>Designed and began implementation of a marketing plan for District provided supplemental education services with meetings held July 25, August 30 and September 15;</td>
</tr>
<tr>
<td>Met with SJHS principal to identify school specific marketing needs for 2011-12 on September 9 and 16;</td>
</tr>
<tr>
<td>Commenced development of school specific marketing plan for SJHS to serve as template and example for other school sites on September 16</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Produced video and tour invitation as part of SJHS pilot marketing program during first week of December;</td>
</tr>
<tr>
<td>Launched SES marketing campaign securing 700+ registrations for District provided services amongst approximately 1,000 SES requests between Oct. 10 and Dec. 7;</td>
</tr>
<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
</tr>
<tr>
<td>Produced a marketing brochure for San Juan Central and began distribution Feb. 28;</td>
</tr>
<tr>
<td>Attended school marketing and resource workshop hosted by the California School Public Relations Association on Feb. 28 and 29;</td>
</tr>
<tr>
<td>Analyzed open enrollment and intra district transfer requests to identify trends and opportunities on March 29;</td>
</tr>
</tbody>
</table>
Produced marketing videos for Cottage and Mission Avenue schools as of March 31;
Continued work of SJHS marketing plan with several “good news” stories, a community poster and special events including a realtor luncheon, donor meet and greet and Spartan for a Day programs as of March 31;

Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY II: We will expand human, community, and financial resources and ensure they are used most effectively to achieve our mission and objectives.

SPECIFIC RESULT: Complete a database and summarize the results of a district-wide survey of current partnerships at the site level and district level.

Implementation Timeline: 1-year _X_ Multi-year ____ Status: In Progress-Y1 Person Responsible: Trent Allen

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<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Interviewed key stakeholders to identify timeline for survey creation, administration and analysis on July 19 and 21;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Drafted survey instrument during week of Dec. 19;</td>
</tr>
<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
</tr>
<tr>
<td>Revised donation acceptance and acknowledgement procedures to centralize process and assist in building database on March 20;</td>
</tr>
<tr>
<td><strong>Quarter 4: Apr. – June 2012</strong></td>
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</tbody>
</table>
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY II: We will expand human, community, and financial resources and ensure they are used most effectively to achieve our mission and objectives.

SPECIFIC RESULT: Form, sustain, and increase partnerships with non-profits, corporate sponsors, and public agencies.

Implementation Timeline:  1-year _X_  Multi-year ___  Status: In Progress-Y1  Person Responsible: Trent Allen

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<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Provided additional information to Education Funding Partners regarding District’s ability and willingness to accept specific national sponsorship opportunities with corporations including CVS, Allstate and Farmers Insurance on July 13, August 18 and September 13;</td>
</tr>
<tr>
<td>Met with Sacramento Rivercats staff to discuss sponsorship and support on July 19;</td>
</tr>
<tr>
<td>Met with Comcast officials and developed plan for implementing new affordable Internet access plan for low-income families on July 21;</td>
</tr>
<tr>
<td>Attended luncheon with area marketing and public relations executives on August 18;</td>
</tr>
<tr>
<td>Hired part-time grant writer to, in part, assist with partnership development as related to grants effective August 22;</td>
</tr>
<tr>
<td>Met weekly with SJ Education Foundation Executive Director to identify mutual supports for Evening with the Stars event and District’s Principal for a Day Event;</td>
</tr>
<tr>
<td>Identified non-profit fundraisers to participate in for 2011-12 (United Way) on September 21;</td>
</tr>
<tr>
<td>Launched recruitment for Principal for a Day volunteers on September 29;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Held Principal for a Day Event involving more than 100 community leaders and virtually all SJUSD schools on Nov. 8;</td>
</tr>
<tr>
<td>Orchestrated grand opening of SAFE Credit Union Branch at Mesa Verde High School on Dec. 14;</td>
</tr>
<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
</tr>
<tr>
<td>Signed first sponsorship proposal with Education Funding Partners that will result in revenue of up to $100,000 in the first year and up to $200,000 in subsequent years on March 20;</td>
</tr>
<tr>
<td>Assisted in advertising and promotion of San Juan Education Foundation upcoming events to build relationships and partnerships throughout the</td>
</tr>
</tbody>
</table>
Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY II: We will expand human, community, and financial resources and ensure they are used most effectively to achieve our mission and objectives.

SPECIFIC RESULT: Develop a district-wide framework to encourage volunteers throughout the district.

Implementation Timeline: 1-year ___ Multi-year ___X__ Status: **In Progress-Y2** Person Responsible: **Trent Allen**

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<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Added additional features to volunteer recruitment and management website in July and August;</td>
</tr>
<tr>
<td>Launched recruitment for Principal for a Day volunteers on September 29;</td>
</tr>
<tr>
<td>Finalized first beta version of volunteer recruitment and management website on September 30;</td>
</tr>
<tr>
<td>Completed draft volunteer recruitment whitepaper on September 30;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Refined beta version of volunteer recruitment and management website through meetings held on Nov. 2, Nov. 23;</td>
</tr>
<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
</tr>
<tr>
<td>Secured schools as fourth quarter volunteer recruitment and management website beta testers on March 30;</td>
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<td><strong>Quarter 4: Apr. – June 2012</strong></td>
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</table>
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY III: We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.

SPECIFIC RESULT: Ensure transparency in the various decision-making processes, clarifying points in the process where stakeholder input is appropriate.

Implementation Timeline: 1-year X 2-year ___ Status: In Progress-Y1 Person Responsible: Trent Allen

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<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
</tr>
<tr>
<td>Attended NSPRA national seminar including sessions on building transparency and trust in school systems July 10-14;</td>
</tr>
<tr>
<td>Hired two communication specialists to, in part, increase the flow of effective two-way communication amongst both internal and external audiences effective July 26;</td>
</tr>
<tr>
<td>Completed draft decision making flowcharts on September 30 for further review by key audiences;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>** Actions paused pending Action Team / Planning Team Review</td>
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<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
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<tr>
<td>** Actions paused pending Action Team / Planning Team Review</td>
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STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY III: We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.

SPECIFIC RESULT: Increase and improve the opportunities that allow meaningful community input to the school sites and District.

Implementation Timeline: 1-year X  2-year  Status: In Progress-Y1  Person Responsible: Trent Allen

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<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Hired two communication specialists to, in part, increase the flow of effective two-way communication amongst both internal and external audiences effective July 26;</td>
</tr>
<tr>
<td>Increased participation in District social media activities by 17 percent between July 1 and September 30;</td>
</tr>
<tr>
<td>Increased number of schools using electronic newsletters and effective two-way social media techniques by 4 schools between July 1 and September 30;</td>
</tr>
<tr>
<td>Launched new process for submitting and sharing news and other information between audiences on September 30;</td>
</tr>
<tr>
<td>Held first SPAC meeting to include parents and principals from all school sites on September 30;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Held SPAC meeting to explore issues surrounding San Juan Central with input from parents on Nov. 18;</td>
</tr>
<tr>
<td>Formed Superintendent Search Advisory Committee comprised of staff and community representatives on Dec. 13;</td>
</tr>
<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
</tr>
<tr>
<td>Launched budget awareness and input initiative to encourage meaningful input into budget development process for 2012-13 on Jan. 23;</td>
</tr>
<tr>
<td><strong>Quarter 4: Apr. – June 2012</strong></td>
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</table>
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY III: We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.

SPECIFIC RESULT: Streamline and upgrade the District Web site to include multilingual links for Spanish, Russian, and Ukrainian, with a phasing in of other languages over a five-year period.

Implementation Timeline: 1-year X Multi-year _____ Status: Completed Person Responsible: Elliott Lopez

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
Transominated existing Web content management system (CMS) vendor (School World) to monthly service contract as of June 2011 to facilitate potential migration to alternate solution provider on July 1;
Contacted Web CMS vendor to determine if multi-language support can be implemented within the existing CMS application.
Vendor is investigating the ability to support this requirement July 15;
Initiated tests to evaluate Google Translation and Microsoft Translator functionality within a development Web environment August 31;
Created and filled additional Webmaster position to ensure adequate staffing resources are available to support strategic objectives September 12;

Completed implementation of a Multi-Lingual Microsoft Translator service within School World CMS to provide web content translation into 36 different languages on Nov. 2;
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY III: We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.

SPECIFIC RESULT: Redesign the format of the District Web site to become more intuitive to the user.

Implementation Timeline: 1-year _____ Multi-year ____X____ Status: In Progress-Y1 Person Responsible: Trent Allen

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<td><strong>Quarter 1: July – Sept. 2011</strong></td>
</tr>
<tr>
<td>Met with Food Services and SJHS staff to discuss beta tests of potential navigational restructures on September 13 and September 16 respectively;</td>
</tr>
<tr>
<td>Identified draft project timeline with input from technology services as of September 15;</td>
</tr>
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| **Quarter 2: Oct. – Dec. 2011**        |
| Implemented translation ability on all web pages as of Nov. 2; |
| Integrated news stories with social media presence including “like” buttons on District news items as of Dec. 12; |
| Implemented minor updates to navigational structure of Web site including creation of a safety main navigational item on Dec. 20; |

| **Quarter 3: Jan. – Mar. 2012**        |
| Identified funding for redesign via discussions held Feb. 13; |

| **Quarter 4: Apr. – June 2012**        |
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY III: We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.

SPECIFIC RESULT: Expand the diversity of the district workforce to better reflect the students they serve.

Implementation Timeline:  1-year _____  Multi-year ____ X ___  Status: Mid-year Start  Person Responsible: Annette Buckmaster

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<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
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<tr>
<td>Establish SJUSD Human Resources Department as a member of local agencies, community groups, and universities who work to support diversity in the workforce (Sacramento Urban League, Hispanic Chamber of Commerce, and Asian Pacific Rim Foundation).</td>
</tr>
<tr>
<td>Build partnerships and cultivate relationships between SJUSD Human Resources Department and local agencies, community groups, and universities who work to support diversity in the workplace.</td>
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<tr>
<td><strong>Quarter 4: Apr. – June 2012</strong></td>
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Although our district is not currently actively recruiting, we aspire to be contributing community partners by lending our expertise and talents to local agencies with their clientele who are seeking to enhance their professional skills.

SJUSD Human Resources staff members volunteer their time at Diversity Career Fairs and Job Seeking Training sessions offered by these agencies. Our employees offer assistance by critiquing resumes and offering training on interview skills and professional advancement. We are, in a sense, “paying it forward.”

When our recruiting needs begin to grow, we will then be poised as contributing members of these agencies, community groups, and universities to seek their assistance in expanding the diversity of our workforce.
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY III: We will ensure effective two-way communication that is honest, transparent and timely to build trusting relationships and create a unified collaborative learning community.

SPECIFIC RESULT: Align the site and District department plans to the District’s Strategic Plan within four years.

Implementation Timeline: 1-year _____ Multi-year _X_ _____ Status: In Progress-Y3 Person Responsible: Donna O’Neil

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<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
</tr>
<tr>
<td>Hired teacher on special assignment (TOSA) to support site Strategic planning in July;</td>
</tr>
<tr>
<td>Met with internal coordinators from Del Dayo, Bella Vista, and Casa Roble to prepare for site planning in August;</td>
</tr>
<tr>
<td>Conducted initial 2-day planning sessions with Del Dayo (August 8-9), Bella Vista and Casa Roble (August 15-16);</td>
</tr>
<tr>
<td>Met with site leaders to discuss October planning – Green Oaks (August 29), Greer (August 31), Grand Oaks (September 8);</td>
</tr>
<tr>
<td>Met with site leaders to discuss future planning dates – Dewey (September 6), Barrett (September 15);</td>
</tr>
<tr>
<td>Supported stakeholder communication via websites by developing Strategic Plan templates and completing sample sites in September;</td>
</tr>
<tr>
<td>Met with Melanie Brooks (webmaster) about unifying the navigation to the strategic planning page on site websites on September 13;</td>
</tr>
<tr>
<td>Trained Action Team Leaders for Bella Vista (September 1), Casa Roble (September 8), and Del Dayo (September 15);</td>
</tr>
<tr>
<td>Designed/emailed template for the 1st Annual Site Reports on Sept. 15 (due October 7);</td>
</tr>
<tr>
<td>Met with internal coordinators at Grand Oaks (September 27) and Greer (September 29) to prepare for site planning in October;</td>
</tr>
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</table>

| **Quarter 2: Oct. – Dec. 2011** |
| Supported schools involved in the site planning process by: |
| Coaching and planning with Action Team leaders at Bella Vista, Casa Roble, Del Dayo, and Green Oaks throughout October, November and December; |
| Training Action team leaders at Grand Oaks and ECE (November 29); |
| Revising Action team meeting materials and examples to address common questions arising during the process in November and December; |
Supported schools and departments beginning the site planning process by:

- Meeting with internal coordinators from Grand Oaks, Green Oaks, and the Early Childhood Education department to prepare for site planning in October;
- Training and collaborating with internal coordinators from Dewey, Cowan, Ottomon, Arlington Heights and Pasteur to prepare for January site planning on October 20;
- Conducting initial 2-day planning sessions with Green Oaks (October 11-12) and Grand Oaks and the Early Childhood Education department (October 27-28);

**Quarter 3: Jan. – Mar. 2012**

Supported schools involved in the site planning process by:

- Worked with Bella Vista’s action team to finalize plans (January 6);
- Conducted the day three planning Team meeting for Bella Vista (January 20), Del Dayo Elementary (January 24), Casa Roble HS (February 2), and Green Oaks Fundamental (March 5);
- Trained Action Team leaders on weeks 1 – 4 for Ottomon, Dewey, Cowan and Arlington Heights, and Pasteur (January 31);
- Trained Action Team leaders on weeks 5 – 8 for Green Oaks (January 17), Grand Oaks (February 8), ECE (February 17), Pasteur (March 15), Cowan (March 19), and Arlington Heights (March 21);
- Supported Action teams by attending meetings for schools throughout the Action Planning process (on-going);
- Reviewed Action Plans with Principal/Internal Coordinator at Bella Vista, Casa Roble, Del Dayo and Green Oaks (on-going);
- Trained new internal coordinator at Ottomon (March 1);
- Supported internal coordinators and action team leaders (January – March);

Supported schools and departments beginning the site planning process by:

- Conducted initial 2-day planning sessions with Dewey and Cowan (January 5-6), Ottomon and Arlington Heights (January 12-13) and Pasteur MS (January 23-24);
- Held pre-planning consultations with the Maintenance & Operations department (January-March);
- Met with Principal prior to 2-day planning Ottomon, Dewey, and Cowan in January;
- Initiated scheduling for site planning in 2012-13 (March 2);
- Initiated scheduling for Site Annual Updates (March 2);
- Strategic Planning Facilitating Debrief (March 20);

**Quarter 4: Apr. – June 2012**

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STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY IV: We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students, families, and staff.

SPECIFIC RESULT: Evaluate and implement an online, interactive tool which allows students to plan their academics, activities, and other experiences, in collaboration with families and staff.

Implementation Timeline: 1-year ____ Multi-year ____ Status: In Progress-Y1 Person Responsible: Paula Tarpenning

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<tr>
<td>Completed End of Year Focus Group with Pilot Schools by July 1;</td>
</tr>
<tr>
<td>Created timeline with company for implementation, in phases, into middle and high schools during July;</td>
</tr>
<tr>
<td>Identified key data for upload to Naviance for Phase I implementation by July 15;</td>
</tr>
<tr>
<td>Worked with Naviance consultant and trainer on all phases of implementation on an ongoing basis through September;</td>
</tr>
<tr>
<td>Initiated and completed three hour training to all middle and high school counselors in the ‘Introduction to Naviance’ by August 15;</td>
</tr>
<tr>
<td>Provided iPads and training to middle and high school counselors in August;</td>
</tr>
<tr>
<td>Entered preliminary scholarship information beginning in September;</td>
</tr>
<tr>
<td>Activated Naviance Family Connection site for all high schools in September;</td>
</tr>
<tr>
<td>Presented the Naviance project to the School Board as a part of the Academic Achievement Series on September 27;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Continued work with Naviance consultant and trainer on all phases of implementation from October to December;</td>
</tr>
<tr>
<td>Provided information on Naviance at College Night in October;</td>
</tr>
<tr>
<td>Initiated and completed three hour training to middle and high school counselors who will be managing Naviance at their sites in the ‘Administration of Naviance’ in October;</td>
</tr>
<tr>
<td>Prepared three class sets of iPads for checkout start on Nov. 1;</td>
</tr>
<tr>
<td>Presentations to Curriculum and Standards, VICCI (Rio), Strategic Planning, and staffs from October to December;</td>
</tr>
</tbody>
</table>
Expanded scholarship information in Naviance on an ongoing basis from October to December;
Conducted bi-monthly staff development for school counselors on Naviance and iPad from October through December;
Recorded 8,258 student logins and 505 parent logins to Naviance as of December 1;

**Quarter 3: Jan. – Mar. 2012**

Continued Work with Naviance consultant and trainer on all phases of implementation (Dec-March);
Presentations to student by site school counselors (Dec-March);
Continual use of class sets of iPads by school counselors (Dec-March);
Various school site staff presentations regarding Naviance (Dec-March);
Posting and updating scholarship list on Family Connection (Dec-March);
Bi-monthly staff development for school counselors on Naviance and iPad (Dec-Jan);
Course Planning Training with Site Managing School Counselors (January);
Enhanced access to Naviance by adding ‘Hot Button’ to SJUSD Homepage (January);
Naviance presentations to various parent groups (February);
Site visit by Naviance consultant (February);
Video presentation by Naviance trainer for an audience of student/parents at New San Juan High School studio to be posted on web (March)
Recorded 16,752 student logins (103% increase) and 749 parent logins (48% increase) to Naviance as of March 15;

**Quarter 4: Apr. – June 2012**
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY IV: We will design and implement a system that creates challenging personal academic plans at each appropriate level in collaboration with students, family, and staff.

SPECIFIC RESULT: Establish transition plans between preschools, elementary, middle, and high schools at all campuses across the district.

Implementation Timeline: 1-year ____ Multi-year X Status: In Progress-Y3 Person Responsible: Beth Davies

QUARTERLY ACTIONS

<table>
<thead>
<tr>
<th>Quarter 1: July – Sept. 2011</th>
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<tbody>
<tr>
<td>Met with administrative leads (Tracy Tomasky, Pre-K to elementary and Yvonne Wright) in August to plan next steps for fall 2011;</td>
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<tr>
<td>Met Thursdays regarding Transitional Kindergarten and monthly with SCOE;</td>
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<tr>
<td>Met with administrative leads (Bruce Armes and Amy Slavensky) regarding implementation of Naviance into K-8 schools.</td>
</tr>
<tr>
<td>Met with Directors regarding Transitional Kindergarten and monthly with SCOE.</td>
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<tr>
<th>Quarter 4: Apr. – June 2012</th>
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</table>
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY V: We will integrate relevant technology into teaching, learning, and system operations to best achieve our mission and objectives.

SPECIFIC RESULT: Implement required training in selected technology tools and how to integrate those tools into instructional practice.

Implementation Timeline: 1-year ___ Multi-year X ___ Status: In Progress-Y2 Person Responsible: Carl Fahle

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
Conducted a Multimedia User Group Summer Institute for teachers to learn about effective strategies for using interactive technologies: Non-linguistic representations, Assessment to measure and improve student learning, Interactions with Knowledge and People, Teaching & Learning with Interactive Technologies on June 13–16;
Hired TOSA’s (2 FTE) to facilitate the effective use of technology tools and resources into instructional programs in collaboration with the Division of Teaching and Learning and aligned to the District’s Strategic Plan on July 13;
Provided iPad professional development for site administrators and district office staff on August 18;
Presented an “Introduction to using an iPad in the Classroom” training for interested administrative staff on September 23;
Established and held the first meeting for a year-long teacher-lead inquiry group on digital writing on September 19;
Consulted with the Lead Counselor on developing professional learning plans on using iPads as part of the Naviance program on August 17 and September 14;
Provided professional development and coaching regarding iPad usage to Del Paso Manor (August 18), Orangevale Open (August 24), and Kingswood (September 2);
Developed professional learning plans for the Multimedia User Group (formerly ABUG) for the 2011-2012 school year on September 8 and 9;
Developed professional learning plans with the Special Education department as part of their iPad pilot project on September 27;

Provided professional development and coaching regarding iPad usage to Arlington Heights, Laurel Ruff, Orangevale Open, Mesa Verde, Del Campo, and Woodside throughout October and November;
Facilitated Operational Forums on Google Apps for Education and iPads in the classroom on Oc. 5,
Facilitated a Vanguard professional learning meeting with Dr. Debra Pickering with teachers from Mariemont, Kingswood, and Del Campo on Oct. 14,
Provided professional learning to over 100 teachers and administrators on effective use of multimedia in the classroom to facilitate interactions for student learning at the Multimedia User Group on Oc. 15;
Provided instructional technology professional learning on Google Apps and collaborative writing to teachers, district leaders, and department groups at Pershing (Oct. 17), Del Dayo (Oct. 27), Churchill (Oct. 31), Cowan (Nov. 2), Title 1 (Nov. 8), Special Education Department Chairs (Nov. 30), Del Campo (Dec. 8), and Facilities and Planning (Dec. 12);
Provided professional development and coaching regarding the Chromebook Pilot at Woodside on Oct. 24;
Facilitated on-going meetings for the Digital Writing Inquiry Group on Oct. 24-25;
Rollout Special Education iPad Pilot Hardware and provided professional development to pilot teams at Woodside (Nov. 7), Mesa Verde (Nov. 16), Del Campo (Nov. 28), Mariemont (Nov. 30), Carnegie (Dec. 2), and Cameron Ranch (Dec. 15);
Facilitated Special Education iPad Pilot collaboration meetings on Nov. 9 and Dec. 14;
Facilitated Special Education iPad Pilot professional learning with Apple leaders for the entire pilot group on Dec. 6;
Hosted and facilitated an instructional technology collaboration meeting for all Sacramento county school districts with the Sacramento Educational Cable Consortium on Nov. 8;

**Quarter 3: Jan. – Mar. 2012**
Provided professional development and coaching regarding iPad usage to Mariemont (1/6, 2/17), Cameron Ranch (1/20, 1/30, 2/10), Citrus Heights, Cowan (2/16), Pershing (2/9), Howe (2/10), Twin Lakes (2/27), Northridge (3/12), Woodside (1/11, 2/1), Sierra Oaks (1/19, 3/29), Carnegie (1/5, 2/16), Barrett (3/6), Arden (3/8), Del Campo (1/6, 2/13), Rio Americano (1/5), Mesa Verde (1/4, 2/2, 2/15), Bella Vista (1/31);
Presented at the Ed Tech Leadership Network on Google Apps for Education on January 10th;
Provided professional development and coaching regarding the Chromebook Pilot at Woodside on January 12th;
Facilitated Operational Forums on the district Technology Hardware Standard on January 18th;
Facilitated a meeting with the Multimedia User Group teacher leaders on January 18th;
Provided instructional technology professional learning on Google Apps and collaborative writing to teachers, district leaders, and department groups at Del Campo (1/5), Mesa Verde (1/26), Arcade (1/26), Greer (2/1);
Provided professional development and coaching regarding Chromebook usage at Deterding on January 19th;
Facilitated Special Education iPad Pilot professional learning with Apple leaders for the entire pilot group on January 24th;
Provided professional learning to over 100 teachers and administrators on effective use of multimedia in the classroom to facilitate interactions for
Provided support on using Moodle for online book studies to Division of Teaching & Learning TOSAs on January 19th and February 6th;
Facilitated an online blended learning class in partnership with SJTA on integrating technology through the lens of instruction (Oct. 24-Feb 6);
Presented at the Day of Digital Learning with teachers and students from Del Paso Manor and Pershing on February 1st;
Facilitated on-going meetings for the Digital Writing Inquiry Group on January 24th, February 28th, March 19th;
Facilitated beginning and advanced workshops for Operational Cabinet, administrators, and teachers on the effective use of iPads for instruction and leadership on February 23rd;
Facilitated a Vanguard professional learning meeting with Dr. Debra Pickering with teachers from Mariemont, Kingswood, and Del Campo on February 29th;
Met with the Cowan Leadership Team on developing technology integration professional learning on February 2nd and February 14th;
Met with Sylvan Union School District leadership and teacher representatives on San Juan’s use of instructional technology February 2nd;
Met with Rocklin Unified School District leadership and teacher representatives on San Juan’s use of instructional technology February 7th;
Facilitated Special Education iPad Pilot collaboration meetings on Feb. 8th;
Presented at the CTAP Region 6 Educational Technology Conference on Digital Writing & the Common Core on February 25th;
Facilitated a workshop on digital writing and the Common Core at Woodside K-8 on March 1st;
Observed in 60 classrooms and collected observational data for the Vanguard Action Research study March 1-16;
Shared resources and instruction models for the effective use of assistive technology at the UC Davis MIND Institute on February 8 and March 14;
Facilitated an iPad workshop for district English Language Instructional Specialists on March 9th;
Presented at the Computer Using Educators Conference on iBooks Author and iPads for Digital Storytelling March 14th-17th;
Presented at the ASCD Conference about the Multimedia Use Group and the results of the Vanguard Action Research Project on March 24th;
Appeared on the Learning Matters television show on for Google Apps on February 27th, iPads in the Classroom on March 19th, and Digital Writing & Common Core on March 26th;
Facilitated workshops on using iBooks Author to develop digital textbook to Technology Services Staff on March 1 and 5;

Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY V: We will integrate relevant technology into teaching; learning and system operations to best achieve our mission and objectives

SPECIFIC RESULT: Expand access to professional development in technology through a variety of delivery methods including but not limited to on-line training, podcast, live training, etc.

Implementation Timeline: 1-year ___ Multi-year ___ X ___ Status: In Progress-Y2 Person Responsible: Carl Fahle

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<tr>
<th>QUARTERLY ACTIONS</th>
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<tbody>
<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Implemented Google Apps for Education, a free, secure suite of Web based tools providing modern, flexible and powerful productivity, communication and collaboration tools that broadly support the mission and goals of the District, including the development, application and reinforcement of 21st century skills and character traits by teachers, students and staff on July 2;</td>
</tr>
<tr>
<td>Upgraded District LMS, Moodle, to version 2.0 on July 15;</td>
</tr>
<tr>
<td>Deployed a curriculum and multimedia content management system, Safari Montage, as a mechanism to facilitate instructional digital media sharing, tagged by level, subject area, and standards, utilizing a curriculum “playlist” paradigm on August 12;</td>
</tr>
<tr>
<td>Established online professional learning portals for the Multimedia User Group and collaborative online tools on August 16;</td>
</tr>
<tr>
<td>Deployed the District “Digital Learning Library” which is Web screencast resource for District staff providing on-demand access to training on core operational and instructional technologies essential to supporting the work of the District on August 30;</td>
</tr>
<tr>
<td>Engaged SECC and Comcast to renew efforts, in partnership with the office of Community Relations and CTE, to develop live and on-demand professional development content targeted to multiple audiences, internal and external on August 26;</td>
</tr>
<tr>
<td>Developed iSanJuan, an online iPad resource for the teachers and administrators who are currently using iPads as instructional tools on August 30;</td>
</tr>
<tr>
<td>Consulted with the District Communication team on identifying professional learning to videotaped on September 8;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Developed additional on-demand learning content for the District’s Digital Learning Library on November 2nd;</td>
</tr>
<tr>
<td>Implemented additional tools and functionality within the Google Apps Edu Marketplace (ex., Slide Rocket, Brain Pop, etc.) on November 20th;</td>
</tr>
<tr>
<td>Created a satellite, video content creation center and remote, live broadcast space for streaming live training on December 2;</td>
</tr>
<tr>
<td>Added additional content/resources to iSanJuan and Google Tutorial WordPress on November 20th;</td>
</tr>
</tbody>
</table>

Added additional content/resources to iSanJuan and Google Tutorial Wordpress sites on March 1st;
Added additional content/resources to MultiMedia Usergroup Wordpress site, mmug.sanjuan.edu on March 1st;
Added additional content/resources to Digital Learning Library Wordpress site, dll.sanjuan.edu on March 1st;
Added additional content/resources to Safari Montage Digital Media CMS, safari.sanjuan.edu on March 1st;
Provided instructional technology professional learning on Google Apps and collaborative writing to teachers, district leaders, and departments on January 5th, Mesa Verde and Arcade on January 26th, and Greer on February 1st;

Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY V: We will integrate relevant technology into teaching; learning and system operations to best achieve our mission and objectives

SPECIFIC RESULT: Develop and provide technology support structures at sites for all levels to enable staff to fully implement technology in the instructional program.

Implementation Timeline: 1-year ___ Multi-year ___X___ Status: In Progress-Y1 Person Responsible: Carl Fahle

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<tbody>
<tr>
<td><strong>Quarter 1: July – Sept. 2011</strong></td>
</tr>
<tr>
<td>Scheduled targeted, on-going, site and personalized SIS support for Zangle instructional systems – Gradebook, SBRC Marks, etc. on August 10;</td>
</tr>
<tr>
<td>Began discussions with Instructional Technology Specialist TOSA’s to strategically develop models, systems, and capacity to support the effective use of technology tools and resources in instructional programs on August 19, August 30, August 31, September 6, and September 13;</td>
</tr>
<tr>
<td>Implemented monthly Computer Support school site visit and support schedule/routine on September 1;</td>
</tr>
<tr>
<td>Employed consultant to provide site specific, project management support for Promethean IWB, ActivInspire, response clickers, module training, and site to technology services interactive whiteboard liaison support on September 1;</td>
</tr>
<tr>
<td>Developed iSanJuan, an online iPad resource for the teachers and administrators who are currently using iPads as instructional tools on September 10;</td>
</tr>
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| **Quarter 2: Oct. – Dec. 2011** |
| Implemented comprehensive deployment/PD plan for Special Ed/Tech Hardware Standards Pilot at 6 sites across all levels on Dec. 6; |
| Consulted with site administration and leadership teams to develop plans for effective use of technology and building internal capacity to support ongoing infusion on Nov. 15; |
| Provided ongoing, targeted, site-based support of computer hardware and SIS application on an ongoing basis; |

| **Quarter 3: Jan. – Mar. 2012** |
| Provided ongoing professional development support around the effective implementation of iPads and Google Chromebooks as part of the Special Education/Technology Services iPad/Technology Hardware Standards Pilot program (Jan-Mar, 2012); |
| Delivered Professional Development training/support to the ELIS staff on March 9th and OSS/Administrative workshop on February 23rd; |
Delivered site-specific hardware support on a regularly scheduled, ongoing basis (Jan-Mar, 2012);

*Quarter 4: Apr. – June 2012*
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY V: We will integrate relevant technology into teaching; learning and system operations to best achieve our mission and objectives

SPECIFIC RESULT: Establish protocol for periodic upgrades of district-wide computer applications, operating systems, and hardware needed to support software.

Implementation Timeline: 1-year X Multi-year ___ Status: In Progress-Y1 Person Responsible: Carl Fahle

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
Developed internal Change Request Protocols for licensed developer software upgrades – instructional and operational systems (Read 180, School World, Moodle, WordPress, Zangle, eTrition, etc.) on August 2;
Implemented centrally-hosted, open-source, and free cloud-based resources which include natural, transparent, life-cycle upgrades on August 2;
Amended guidelines within the Computer Refresh Program (CRP) to include additional, supported hardware options and the practice of allowing CRP computers follow staff to new instructional, or instructional support assignments on August 24;

Deployed 400 computers to eligible staff under the 5 year CRP refresh program on Oct. 28;
Expanded broad adoption of Google Apps EDU with deployment of web-based, dynamically updated Google Chromebooks on an ongoing basis;

Budgeted funds to continue computer refresh program for the 2012-13 school year and mapped out five year replacement projections on January 20th;
Negotiated imaging, etching and delivery at no cost to the District with Apple and CREST for CRP refresh and deployment directly to school sites (Dec-Jan);
Established ongoing collaboration meetings with the Regional Directors of IT and SECC to discuss hardware systems, upgrades, and replacement recommendations on January 6th;
Presented proposal to pursue RFP for the upgrade or replacement of FIS/HR QSS system to address end of life, deprecated hardware/software and programming language support on January 31st;
Partnered with SECC to bring dark fiber to eligible elementary schools within the Comcast service area as part of the BestNet Phase III initiative on
Developed a model for Wireless Phase II expansion, built around a standard, centrally managed CISCO infrastructure, which could leverage Measure J or future bond funds on January 23rd;

**Quarter 4: Apr. – June 2012**
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY V: We will integrate relevant technology into teaching; learning and system operations to best achieve our mission and objectives

SPECIFIC RESULT: Facilitate the ability to access files and resources remotely for all staff.

Implementation Timeline: 1-year X Multi-year ___ Status: Completed Person Responsible: Carl Fahle

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<th>QUARTERLY ACTIONS</th>
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<tr>
<td>Quarter 1: July – Sept. 2011</td>
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<tr>
<td>Completed implementation of the CISCO VPN protocol to facilitate remote access to internal, District network resources on July 2;</td>
</tr>
<tr>
<td>Expanded VPN access to include access with iPad tablet computer and iPhone via free AnyConnect Cisco App on July 2;</td>
</tr>
<tr>
<td>Implemented Google Apps for Education Suite, providing access by students and staff to digital documents and synchronous/asynchronous content creation and collaboration from internal and external locations using standards compliant web-based computing tools including computers, tablets, smartphones, etc. on July 2;</td>
</tr>
<tr>
<td>Created a Digital Learning Library Screencast showing how to install, enable, and use VPN services on August 30;</td>
</tr>
</tbody>
</table>
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY V: We will integrate relevant technology into teaching; learning and system operations to best achieve our mission and objectives

SPECIFIC RESULT: Expand and disseminate information on secure professional networking-type learning communities for staff and students to collaborate to support teaching and learning.

Implementation Timeline: 1-year X Multi-year ___ Status: In Progress-Y1 Person Responsible: Carl Fahle

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
- Implemented Google Apps for Education, a free, secure suite of Web-based tools providing modern, flexible and powerful productivity, communication and collaboration tools that broadly support the mission and goals of the District, including the development, application and reinforcement of 21st century skills and character traits by teachers, students and staff on July 2;
- Developed iSanJuan, an online iPad resource for the teachers and administrators who are currently using iPads as instructional tools on September 10;
- Deployed a curriculum and multimedia content management system, Safari Montage, as a mechanism to facilitate instructional digital media sharing, tagged by level, subject area, and standards, utilizing a curriculum “playlist” paradigm on August 12;

- Facilitated Operational Forums on Google Apps for Education and iPads in the classroom on Oct. 5;
- Provided instructional technology professional learning on Google Apps and collaborative writing to teachers, district leaders, and department groups at Pershing (Oct. 17), Del Dayo (Oct. 27), Churchill (Oct. 31), Cowan (Nov. 2), Title 1 (Nov. 8), Special Education Department Chairs (Nov. 30), Del Campo (Nov. 8), and Facilities and Planning (Nov. 12);
- Updated the San Juan Forums to incorporate additional functionality and allow for easier access and navigation Oct. 28;

- Delivered professional development and training around the use of Google Apps for Education in schools, classrooms, and to support operational activities (January 12th – ongoing);
- Facilitated discussion with Edmodo, http://www.edmodo.com/, Educational Social Networking Platform to discuss integration with San Juan Google Apps Edu implementation, domain name registration, and District-wide implementation and professional development on March 1st;
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

**STRATEGY VI**: We will identify, model, and integrate positive character traits, as well as develop a means for assessment, to help our students become contributing, responsible, and caring members of a diverse community.

**SPECIFIC RESULT**: Increase the awareness and participation of community, parents, staff, and students in the planning and implementation of character development at each school site.

Implementation Timeline: 1-year ____ Multi-year X____ Status: In Progress-Y2 Person Responsible: Linda Bessire

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<td><strong>Quarter 1: July – Sept. 2011</strong></td>
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<tr>
<td>Increased emphasis on the six character traits by adding them to the public website in locations with more visibility in September;</td>
</tr>
<tr>
<td>Added the expanded definitions of the six character traits to the District webpage in four languages in September;</td>
</tr>
<tr>
<td>Ordered additional character traits posters for schools to use as a display in September;</td>
</tr>
<tr>
<td><strong>Quarter 2: Oct. – Dec. 2011</strong></td>
</tr>
<tr>
<td>Announced the Spirit of San Juan Recognition Plan and passed out nomination forms to the Superintendent’s Parents Advisory Committee (SPAC) on September 30, following an invitation from Interim Superintendent Glynn Thompson.</td>
</tr>
<tr>
<td>Held three Strategy Six Action Team meetings at the District Office on October 10, November 14, and December 12.</td>
</tr>
<tr>
<td>Ordered 3000 new flyers depicting each character trait with a nomination form copied on the back of each flyer in October, 2011.</td>
</tr>
<tr>
<td>Divided the flyers among each school site and sent them out through school mail on November 8. This work was completed by the Prevention Programs and the Attendance Improvement Program staff.</td>
</tr>
<tr>
<td>Developed and ordered long banners to be presented to the winning schools who best exemplify the first three character traits. This work was lead by Communication Specialist, Daniel Thigpen, October, 2011.</td>
</tr>
<tr>
<td>Distributed character traits posters that were re-ordered on October 4, to site staff and office staff who have been requesting them.</td>
</tr>
<tr>
<td><strong>Quarter 3: Jan. – Mar. 2012</strong></td>
</tr>
<tr>
<td>Delivered all 70 anti-bullying posters to school sites in cooperation with Safe Schools throughout February, 2012;</td>
</tr>
<tr>
<td>Held three Strategy Six Action Team meetings at the District Office on January 9, February 13, and March 12;</td>
</tr>
<tr>
<td>Certificates prepared and developed for individuals and schools, and for each person nominated for the traits in January, February and March;</td>
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</tbody>
</table>
Provided special recognitions and certificates for each person nominated for exemplifying HONESTY and CARING;
Honored Interim Superintendent Thompson for being nominated to exemplify “Caring” during the all-administrative forum on March 7th at the Citrus Heights Community Center;
Posted a reminder and sent out nomination forms in the January 5, 2012 Reflections Newsletter for nominations of individuals who exemplify CARING, and three schools exemplifying Caring, Cooperation, and Courage due March 30, 2012;
Completed plans for 2012-13 during the March 12 Strategy Six Action Team meeting to request a site plan from each school around their use of the six character traits and transfer $300 or $500 to help meet their goals;
Posted a reminder and sent out nomination forms in the March 15, 2012 Reflections Newsletter for nominations of individuals who exemplify COURAGE, and three schools exemplifying Caring, Cooperation, and Courage due March 30, 2012;
Coordinated Strategy Six objectives with Strategy Three by naming this emphasis during Strategy Three meetings during this quarter;

Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY VI: We will identify, model, and integrate positive character traits, as well as develop a means for assessment, to help our students become contributing, responsible, and caring members of a diverse community.

SPECIFIC RESULT: Teach, model, and reinforce evidence based character education practices that address the diverse needs of all stakeholders at each school level (e.g., service learning, project-based learning)

Implementation Timeline: 1-year ____ Multi-year ___X___ Status: In Progress-Y2 Person Responsible: Linda Bessire

QUARTERLY ACTIONS

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<tr>
<th>Quarter 1: July – Sept. 2011</th>
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<tr>
<td>Met and collaborated with Directors in Teaching and Learning to develop and implement a literacy plan of Read Aloud/Shared Reading activities, student projects and student videos that will promote both student literacy and the six character traits in student learning this year;</td>
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<tbody>
<tr>
<td>Welcomed new members to the Action Team: Director, Amy Slavensky from the Division of Teaching and Learning, and Communications Specialist, Daniel Thigpen.</td>
</tr>
<tr>
<td>Presented a slide show for the District Strategic Planning Team on November 4 showing the progress made toward completing the goals of Strategy Six and the challenges that remain.</td>
</tr>
<tr>
<td>Discussed the process that is occurring in schools this year that brings together the Action Plans on character and literacy as elementary and K-8 students participate in Read Aloud / Shared Reading from a list of books for each of the six traits. Additionally, secondary students are using textbooks when available and participating in student media projects, student government projects, and other related hands-on opportunities to help them fully understand the meaning of each trait.</td>
</tr>
<tr>
<td>Spotlighted the character traits during day-long Bullying Prevention workshops and assembly at Will Rogers Middle School on November 18. Students discussed each of the six traits and related them to preventing bullying using various activities and with support from the Prevention Programs staff.</td>
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<tbody>
<tr>
<td>Students at Schweitzer Elementary School, Cambridge Heights Elementary School, Trajan Elementary School, and Northridge Elementary School are using critical thinking, reading, and writing strategies to determine what is important in text. As they do this, often they are identifying and talking about positive character traits as the primary meaning of text.</td>
</tr>
<tr>
<td>Literacy teachers in all of the elementary and K-8 schools are using concept development strategies to further this work with all students.</td>
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STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY VI: We will identify, model, and integrate positive character traits, as well as develop a means for assessment, to help our students become contributing, responsible, and caring members of a diverse community.

SPECIFIC RESULT: Embed the identified character traits throughout the District, departments, and schools.

| Implementation Timeline: | 1-year ____ Multi-year X ____ Status: In Progress-Y1 | Person Responsible: Linda Bessire |

QUARTERLY ACTIONS

**Quarter 1: July – Sept. 2011**

Developed and initiated the *Spirit of San Juan* recognition plan with recommendations and support from Interim Superintendent Glynn Thompson. The plan includes presenting six individuals and six schools who exemplify each of the six traits to the Board for special recognition during various Board meetings throughout 2011-12;

Developed nomination forms for nominating individuals and schools for *Spirit of San Juan* recognitions;

Announced the *Spirit of San Juan* recognition plan to Board members in a Board Communiqué, to site administrators and staff in the September 8 *Reflections* newsletter, and to the Superintendent’s Parent Advisory Council on September 30;

Collaborated with the Community Relations Office and the Communication Specialists to develop six different *Spirit of San Juan* flyers to emphasize each of the character traits that will be distributed for use in schools and throughout the community;

Held the first Action Team meeting at the District Office on September 12 and formed a sub-committee of team members to select the winning nomination for an individual who exemplifies the character trait *RESPECT*. That individual will be notified and honored during the October 11 Board meeting;

**Quarter 2: Oct. – Dec. 2011**

Met with smaller sub-committee of Strategy Six Action Team members for an additional meeting on September 26 to select the winning nominee for RESPECT.

Prepared and framed the Certificate of Recognition for winner of RESPECT nomination: Margaret Jones, Special Education Program Specialist.

Representatives from the Action Team attended the October 11 Board Meeting to join in the recognition for Margaret Jones.

Interview and video of Margaret Jones, recipient of the RESPECT recognition was completed and posted on the SJUSD public website on October 14 by Daniel Thigpen, Communication Specialist.

Hand delivered Certificates of Acknowledgement to each of the individuals nominated for RESPECT between October 11 and November 1, but who were not chosen for recognition from the Board of Education. Some sites arranged special meetings and occasions to surprise the recipients
of the nominations. The RESPECT nominees included two students, two vice principals, a custodian, a District Office Director, a High School athletic director, a teacher, and a counselor.

Prepared and framed the Certificate of Recognition for winner of RESPONSIBILITY nomination: Brooke Thomas, Vice Principal of Dyer Kelly Elementary School.

Representatives from the Action Team attended the November 8 Board Meeting to help recognize Brooke Thomas.

Interview and video of Brooke Thomas, recipient of the RESPONSIBILITY recognition was completed and posted on the SJUSD public website on November 21 by Daniel Thigpen, Communication Specialist.

Hand delivered Certificates of Acknowledgement to each of the individuals nominated for RESPONSIBILITY between November 8 and November 18, but who were not chosen for recognition from the Board of Education. The RESPONSIBILITY nominees included a custodian, a Vice Principal, two students, and a teacher.

Posted article in the November 10 Reflections Newsletter extending the deadline to submit nominations for schools who best exemplify the first three character traits.

Prepared rubrics to help choose winning nominees during the December 12 Action Team meeting for three schools who best exemplify RESPECT, RESPONSIBILITY, and HONESTY, and the individual who best exemplifies HONESTY.

**Quarter 3: Jan. – Mar. 2012**

Recognized Mr. Gaylon Johnson, of the San Juan Unified School District’s Attendance Improvement Program, with a certificate for being selected by the District’s Strategy Six Action Team as an individual who exemplifies, promotes, and practices the character trait HONESTY, on January 10;

Recognized Dyer Kelly Elementary School, Citrus Heights Elementary School, and Andrew Carnegie Middle School with certificates for being selected by the District’s Strategy Six Action Team as three San Juan schools that exemplify, promote, and practice the three character traits RESPECT, RESPONSIBILITY, AND HONESTY on January 24;

Hung the three long banners that were presented to the three winning schools who best exemplify the first three character traits. This work was lead by Communication Specialist, Daniel Thigpen;

Recognized 6th-grade student, Dante Carter, from Thomas Edison Elementary School, with a certificate for being selected by the District’s Strategy Six Action Team as an individual who exemplifies, promotes, and practices the character trait CARING during the February 14th Board meeting;

**Quarter 4: Apr. – June 2012**
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY VI: We will identify, model, and integrate positive character traits, as well as develop a means for assessment, to help our students become contributing, responsible, and caring members of a diverse community.

SPECIFIC RESULT: Establish an evaluation system for positive character trait development.

Implementation Timeline: 1-year __X__ Multi-year ____ Status: In Progress-Y1 Person Responsible: Linda Bessire

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
Reviewed evidence presented to Board on September 13 of progress toward completing Objective Four of the District’s Strategic Plan on September 12;
Discussed the use of the District School Climate Survey, the California Healthy Kids Survey and the District Suspension and Expulsion Data as an evaluation system for positive character trait development on September 12;
Analyzed other methods of measurement such as SWIS which is the online data collection for student behavior in schools using Positive Behavior and Intervention Support (PBIS) on September 12;

Developed two different rubrics and forms to score and choose the winning individual nominee and the winning school nominees;
Invited Susan Green from Assessment, Planning & Evaluation to the October 10th Strategy Six meeting to review the September 27 Board Report perception data gathered from a local District survey of K-8 schools last spring, and Zangle suspension/expulsion data that measured reduction in negative behaviors;
Examined the September 27 Board report data and the differences in reporting from students, parents, and staff with overall results of between 60 and 80% of the students consistently model responsibility, cooperation and respect;
Discussed the significant reduction of students suspended, suspension incidents, and those related to disruptions and the slight increase in students recommended for expulsion;
Continued work to establish an evaluation system for positive character trait development. Questions discussed included: What does RESPECT look like? What metrics are needed? Does it look the same in elementary and secondary grades? Can we measure if RESPECT is developing, emerging, or if there is mastery? How are we reaching our older students and adults throughout our community? How can we ultimately imbed the character traits into our daily decision making and actions? How can these be an auto automatic part of who we all are and what our total character is so that we are responsible, contributing, and caring members of a diverse community?
Established a sub-committee to draft the final plans to measure the positive character trait development during the March meeting.

Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY VII: We will actively engage families as valued partners in the education process.

SPECIFIC RESULT: Phase in a Family Resource Center in all of the SJUSD P-12 schools within five years.

Implementation Timeline: 1-year ___ Multi-year X__ Status: In Progress Y1 Person Responsible: Martha Quadros

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011

Supported Encina High School’s Community Resource Coordinator with the following actions:

Developing a referral system for families to acquire food and clothes at a local church coalition in the Encina region as of July 1;

Scheduling discussions with Sheriff’s Community Impact Program (SCIP) to develop an after school extra-curricular activity for students at Encina’s Family Resource Center. July 20, July 21, July 25, August 31;

Partnering with SIP Sheriff’s community Impact Program to provide a mentoring program at the Encina Family Resource Center; June 29, July 20, August 17, August 30, August 31;

Collaborating with CSUS’s Social Work Department to support families at the Encina Family Resource Center. August 28, September 6, September 7, September 8, September 9; September 12;

Partnering with the CSUS Community Engagement Office to develop a survey instrument to assess family needs in the Encina region; July 14, August 26, September 14;

Scheduling Distance Learning ESL classes for Encina Region families. September 1;

Providing 397 TDap vaccinations at Encina through Immunizations Assistance Program Sacramento County, August 16, 17 and September 7;

Collaborating with the Family and Consumer Science and Honors Department at CSUS to support the family resource center;


Conducted Parent Advisory Committee (PAC) meetings at various sites that have Family Resource Centers (Skycrest, Starr King, Edison) Oct. through Dec.;

Participated in the interviews for candidates applying for the Community Resource Coordinator at Encina. Nov. 1;

Articulated with the new Community Resource Coordinator and scheduled a meeting with Encina stakeholders. Dec. 8;

Scheduled a meeting with community based organizations to plan the grand opening of the Family Resource Center at Encina, discuss ways to
partner, build capacity and sustainability. Dec. 13;

**Quarter 3: Jan. – Mar. 2012**

Continued to conduct Parent Advisory Committee (PAC) meetings at Family Resource Centers (FRC) across the district. (San Juan Central, Encina, Northridge) Jan. 12; Feb. 9, Mar. 8;

Trained parent liaisons on ways to start a FRC at their sites; ways to sustain it, and strategies to provide programs that will engage parents in supporting student achievement. Jan. 12, Feb. 9;

Trained parent liaisons on Joyce Epstein’s Framework for Parent Engagement. Mar. 8;

Collaborated and supported the efforts of the Community Resource Coordinator at Encina by supporting her in the following projects:

Provided sample surveys that were distributed to all Encina parents. Two hundred surveys were returned in two days. Dec. 15;

Attended the Monthly Partner meetings to exchange information with community based organizations from the Encina region to learn what they offer, their targeted clients; to avoid and/or address duplication of services and address needs. Jan. 17, Feb. 14, Mar. 27;

Participated in the opening of the Family Resource Center at Encina. Sixty attendees included board members, staff, community based organizations and parents. Mar. 1;

**Quarter 4: Apr. – June 2012**
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY VII: We will actively engage families as valued partners in the education process.

SPECIFIC RESULT: Empower families to become actively involved at each site.

Implementation Timeline: 1-year ___ Multi-year X__ Status: Mid-Year Start Y1 Person Responsible: Martha Quadros

### QUARTERLY ACTIONS

#### Quarter 1: July – Sept. 2011

- Developed a menu of Parent Workshops in conjunction with the District Parent Education Committee for the 2011-2012 school year by July 1;
- In partnership with SJTA, finalized professional development program to support implementation and sustainability of Parent-Teacher Home Visit Project. Classes will commence in October;
- Provided both group and individual family translation services and parent involvement information to 580 second language families at point of enrollment. July-September;
- Presented to Dyer-Kelly staff on Parent-Teacher Home Visit Project. September 12;
- Presented at Cameron Ranch Elementary ELAC meetings on the key elements of successful parent involvement. September 20;
- Presented a staff presentation to Whiney Elementary School on Parent-Teacher Home Visit Project, September 28;
- Met with Title I Program Manager and informed Title I principals, in their one-on one meetings in September of goals and functions of district DAC (District Advisory Committee);


- Distributed the menu of Parent Education Workshops to all Title I principals on Oct. 5;
- Attended the Sacramento County Office of Education (SCOE) Task Force on Homeless Families on Oct. 6;
- Attended the Supplemental Education Services (SES) Provider Fair and assisted with translation and parent inquiries on Oct. 12, 25;
- Continued to conduct monthly Parent Advisory Committee (PAC) meetings for parent liaisons. Oct. 13, Nov. 10, & Dec. 8;
- Trained parent liaisons on Welcoming Schools on Oct. 13;
- Trained parent liaisons on How to Start and Sustain a Family Resource Center on Nov. 10;
- Trained parent liaisons on Culturally Responsive Parental Involvement on Dec. 8;
- Met with a representative of the Sacramento ACT to discuss ways in which we can collaborate and support the home visit program and parent engagement on Oct. 13;
Implemented a six week Latino Family Literacy Project session at Cameron Ranch Elementary on Oct. 18;
Offered a Story Time at San Juan Central in partnership with Carmichael Public Library on Oct. 26;
Recruited a pool of volunteers to open and supervise the Clothes Closet and Food Closet on a weekly basis at San Juan Central. October, 2011
Attended Parents Against Chronic Truancy (PACT) meeting at Mira Loma and provided information on McKinney Vento Program and Parent Engagement on Oct. 19;
Met with San Juan Council’s PTA president and Vice President to discuss ways to collaborate with Clothes Closets and family engagement. Oct. 19;
Attended a parent meeting at Greer and recruited 26 parents to the Family Literacy Parent Workshop which will commence in January. Oct. 20;
Introduced Dyer Kelly’s ELAC to the Dyer Kelly Parent Involvement Policy on Oct. 26;
Launched a six week Latino Family Literacy Project at Edison Elementary on Nov. 2;
Collaborated with Wanda Shironaka in planning for the District Advisory Committee (DAC) and translated during the meeting on Nov. 16;
Presented at Cottage Elementary ELAC on Resources available and ways to become involved on Dec. 12;
Facilitated a parent meeting at Cameron Ranch on Dec. 6;

**Quarter 3: Jan. – Mar. 2012**
Continued offering families weekly opportunities to visit the Clothes Closet and Food closet at San Juan Central. Both are maintained and supervised by parent volunteers. 2012;
Articulated with Adult Education, Lynn Bartlett, to provide parent education classes, discuss grant and distribute Adult Education catalogs. Jan. 13;
Participated in the Parents Against Chronic Truancy (PACT) at Encina. Jan. 18;
Implemented a six week Latino Family Literacy Project at Greer Elementary. Mar. 9;
Presented at Rio Americano ELAC parent meeting. Jan. 27;
Convened a planning committee for the Spring Pre-school and Kindergarten Health Fair. Jan. 31, Feb. 14, Mar. 20;
Met with Health Net outreach staff to provide two health and wellness Kings Assemblies at Starr King and Howe Avenue. Feb. 2;
Met with food services to plan Seamless Summer Feeding Program at San Juan Central. Feb. 3;
Informed parent liaisons about the process for Open Enrollment, Kindergarten Enrollment and High School boundary changes. Jan. 12;
Contacted over 200 parents from the Encina region to recruit for Parent Project classes and to invite them to the Grand Opening of the Family Resource Center. Feb. 14, Feb. 16, Feb. 23, Feb 24, Feb 28, Feb 29;
Attended the Northridge Mugs and Muffins with the Principal. Feb. 13;
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<tr>
<th>Event</th>
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<tr>
<td>Participated in the Leadership Development Training for Parent Engagement. Three parent liaisons attended. Feb. 22, 23;</td>
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<tr>
<td>Funded two parent liaisons to the Latino Family Literacy Project training. They will be commencing a six week session at Northridge and Kingswood. Feb. 3;</td>
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<td>Started a six week Family Literacy Project at Lichen. Mar. 5;</td>
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<td>Presented at Woodside’s ELAC meeting on the importance of parent involvement, resources available and Family Literacy Project. Mar. 6;</td>
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<td>Coordinated and implemented two ten week Parent Project classes one conducted in Spanish and the other conducted in English commencing. Mar. 7 – May 16;</td>
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<tr>
<td>Attended the Grand Opening of Starr King’s new Family Resource Center. Mar. 7;</td>
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<tr>
<td>Started a six week Family Literacy Project class at Northridge Mar. 13;</td>
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<td>Supported parent liaison from Kingswood on their efforts to partner with Health Net and provide health and wellness family workshops. Mar. 7;</td>
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<tr>
<td>Coordinated and participated in Motivating the Teen Spirit for teens and parents at New San Juan. March 3;</td>
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<tr>
<td>Met with Encina principal to plan and schedule a Motivating the Teen Spirit workshop at Encina. Mar. 8;</td>
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<tr>
<td>Provided a parent liaison one-one training on how to start a parent resource center at Kingswood. Mar. 9;</td>
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*Quarter 4: Apr. – June 2012*
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY VII: We will actively engage families as valued partners in the education process.

SPECIFIC RESULT: Fully implement San Juan Unified School District’s research-based parent involvement model as a district-wide support framework.

Implementation Timeline: 1-year _____ Multi-year _X___ Status: In Progress-Y3 Person Responsible: Martha Quadros

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
- Initiated implementation of “Parents training Parents” at Parent Liaison meeting. September 8;
- Finalized partnership (service agreement) with Parent-Teacher Home Visit Project. September;
- In partnership with SJTA finalized professional development program to support implementation and sustainability of Parent-Teacher Home Visit Project. Classes will commence in October;
- Scheduled the “Build It, Nurture It, Keep It” parent involvement training for staff, teachers and administrators for January 2012;

- Conducted 12 home visits to Cameron Ranch parents to invite them to the Family Literacy Workshops on Oct. 3;
- Completed a six week training session in partnership with SJTA and the Parent Teacher Home Visit Project. Seventeen teachers and counselors from district schools were trained in the Parent Teacher Home Visit Model on Nov. 7;
- Coordinated professional development for Dyer Kelly (Oct. 6) and Whitney (Oct. 20) school staffs on the Parent Teacher Home Visit model;
- Coordinated the participation of twelve participants who attended the 5th Annual Parent Teacher Home Visit Conference. The team of twelve participants included parents, teachers, administrators and support staff on Oct. 27-30;
- Whitney and Dyer Kelly Elementary launched home visits and together they have conducted over twenty visits in Oct.;
- Presented to CSUS professors about how to integrate parent engagement and home visits in the credential program for student teachers on Nov.15;
- Developed a system of accountability for teachers to use to log their home visits. Oct. 2011;
- Met with Carrie Rose, Executive Director for Parent Teacher Home Visit Project to discuss next steps for PTHVP implementation. Nov. 29;

- Met with Parent Teacher Home Visit Project staff and Encina Community Coordinator to describe and promote the Project. Jan. 19;
Completed a five week Parent Engagement class in partnership with SJTA. Thirty three teachers and counselors participated. Feb. 27;

Met with Encina leadership staff to discuss Parent Teacher Home Visit Project. Feb. 7;

Informed parent liaisons about the Parent Teacher Home Visit Project and Naviance. Feb. 9;

Collaborated with Communication staff, Rebecca Leroux, and Kingswood site staff to develop and complete a SJUSD Parent Teacher Home Visit Project video. The video was posted in Facebook and SJUSD’s public website. Feb. 29;


Trained parent liaisons on Joyce Epstein’s Framework for parent engagement. Mar. 8;

Quarter 4: Apr. – June 2012
STRATEGIC PLAN QUARTERLY UPDATE 2011-12

STRATEGY VII: We will actively engage families as valued partners in the education process.

SPECIFIC RESULT: Educate all staff in effective communication skills that result in all families being treated with dignity and respect, resulting in increased involvement.

Implementation Timeline: 1-year ___ Multi-year ___X___ Status: In Progress-Y2 Person Responsible: Kathy Moniz

QUARTERLY ACTIONS

Quarter 1: July – Sept. 2011
- Trained SJC staff on Refugee Students (July 1);
- Implemented new phone script for SJC in an effort to reduce response time to parent calls during peak enrollment periods by July 1;
- Trained SJC staff in new enrollment procedures and updated them on new legislation and legal guidelines on July 14 and August 4;
- Trained SJC staff on updated guidelines and procedures for enrolling Foster Youth on July 14;
- Trained SJC staff on T-Dap requirements, scheduled clinics, and waiver guidelines on July 14;
- Trained SJC staff on updated guidelines and procedures for enrolling Homeless Youth on August 4;
- Trained SJC staff on updated guidelines and procedures for enrolling Unaccompanied Youth on August 4;
- Held training for Parent Liaisons on Homeless laws and procedures on September 8;

- Conducted Clerical Sensitivity Training on Oct. 11 & 12;
- Scheduled Communication Training on new version of Blackboard Connect (phone notifications) for January 2012 (Dec. 8);
- Scheduled Technology Training on Zangle Updates for January 2012 (Dec. 8);
- Scheduled follow-up to Clerical Sensitivity Training for March 2012 (Dec. 8);
- Participated in 5th Annual Parent Teacher Home Visit Project Conference on Oct. 27 - 30;

- Conducted Open Enrollment. Jan. 3-Jan. 31;
- Worked with Communications Department to expand school site video for San Juan Central’s waiting room. Jan. 2012;
Worked with all school sites to develop single page school information sheets which are now being distributed to parents at point of enrollment and/or if they request information on a specific site. Jan. 3;
Attended the Volunteer System Review Training. Jan. 27;
Reviewed and updated the San Juan Central Admissions and Family Services flier. Jan. 30;
Changed hours at San Juan Central to provide greater access to families on Wednesday evenings. Feb. 2012;
Attended the Season of Service Education Committee. Feb. 9;
Initiated Kindergarten enrollment. Feb. 15;
Planned and scheduled a follow-up Sensitivity training for clerical staff. Mar. 7;

Quarter 4: Apr. – June 2012