

Instructional Materials Adoption Recommendations

Report II

Curriculum and Standards
April 4, 2018

Nicole Kukral, Program Specialist, K-12 ELA and Social Science

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Current Reports

Social Science

- ◆ American Government
- ◆ AP Macroeconomics
- ◆ AP US Government and Politics
- ◆ Cultural Anthropology

World Language

- ◆ AP Japanese Language and Culture
- ◆ IB Japanese 1-2
- ◆ Japanese 1-4

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Timeline

- ◆ Call for committee applicants (Fall 2017)
- ◆ Open call to publishers (September)
- ◆ Committee independent review of materials (October-January)
- ◆ Publisher presentations (November, February, March)
- ◆ Government only: Pilot selection (November)

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Timeline

- ◆ Government only: Two pilot cycles
 - ◆ January 9-February 2
 - ◆ February 5-March 2
- ◆ Public review (January 26-March 31)
- ◆ Community showcase (February 15)
- ◆ Committee recommendations (March)
- ◆ Report II (April)

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Selection Criteria

- ◆ Content and alignment with standards
- ◆ Program organization
- ◆ Assessment
- ◆ Universal access
- ◆ Instructional planning and teacher support
- ◆ Technology/digital tools
- ◆ Social content

5

Sources of Feedback

- ◆ Community
- ◆ Students
- ◆ Teachers
- ◆ Administrators

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Decision-making Process

When determining their final recommendation, committees—

1. Reviewed and discussed all available student, teacher, and community feedback
2. Reflected on the experience of piloting each set of materials (government only)
3. Discussed the strengths and limitations of each set of materials through the lens of the selection criteria
4. Voted electronically or with a secret paper ballot

7

Recommendations

- ◆ Each report includes specific recommendations and information about the following:
 - ◆ Title and publisher
 - ◆ Cost of materials and professional learning
 - ◆ Strengths and limitations of each set of materials
 - ◆ Voting results

8

Estimated Costs

Estimated total of materials and professional learning:

\$395,099.53 + AP Government

9

Professional Learning Model

- ◆ Each group of teachers will have the opportunity to attend professional learning, which will include
 - ◆ 1 day of publisher support
 - ◆ 1 day of collaborative planning
- ◆ Other content-related support will be offered throughout the year as needed

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Questions?

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Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Japanese 1-4
AP Japanese Language and Culture
IB Japanese 1-2

2. Recommended text(s):

Japanese 1-4
Adventures in Japanese 1-3, 4th edition, Cheng & Tsui, 2015

AP Japanese Language and Culture
Dekiru!, Cheng & Tsui, 2018

IB Japanese 1-2
Adventures in Japanese 2-3, 4th edition, Cheng & Tsui, 2015
Dekiru!, Cheng & Tsui, 2018

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

- *Adventures in Japanese*, Cheng & Tsui, 2002, adopted in 2002
- *Yookoso! Continuing with Contemporary Japanese*, McGraw-Hill/Glencoe, 2006, adopted in 2009

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
<i>Committee review of submitted materials</i>	October 2017-January 2018
<i>Committee selects publishers to present materials</i>	February 2018
<i>Publisher presentations</i>	March 6, 2018
<i>Public viewing</i>	January 26-March 31, 2018
<i>Community showcase</i>	February 15, 2018
<i>Adoption committee decision-making</i>	March 7, 2018
<i>Recommendation to Curriculum and Standards</i>	April 4, 2018
<i>Board discussion</i>	April 10, 2018

Action	Date
<i>Board action</i>	April 24, 2018
<i>Purchase orders submitted</i>	May 2018
<i>New materials in the classroom</i>	July 2018

5. Actual total cost over the life of the adoption for materials:

The total cost of the adoption is \$121,208.63

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English Learners, and Special Education. Additionally, there was an added social content component, also included in California’s materials review, to ensure that materials represented the diversity of the students in our classrooms.

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials were made available through district and school newsletters, at various parent and community meetings, on the district website, and in Behind the Scenes and SJ Scene. Dates and events are as follows:

What	When	Where
Public review	January 26-March 31, 2018	Choices Charter School
Community showcase	February 15, 2018	Choices Charter School

Information regarding materials review was also shared with school and district leaders through Leadership Reflections. Adoption updates were shared with the Curriculum and Standards committee.

FEEDBACK RESULTS

10. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<i>Adventures in Japanese</i>

<ul style="list-style-type: none"> • The visual elements are engaging and relatable to students • The flash drive included with the materials has many supplemental resources to support student learning • A significant amount of culture is covered in the materials <p><i>Dekiru</i></p> <ul style="list-style-type: none"> • There is a significant amount of speaking and listening practice, which aligns with the advanced exams (IB and AP) • A significant amount of culture is covered in the materials
<p>Limitations</p> <p><i>Adventures in Japanese</i></p> <ul style="list-style-type: none"> • It may introduce the Kanji characters a little too early, as students are still learning Hiragana characters when Kanji characters are introduced <p><i>Dekiru</i></p> <ul style="list-style-type: none"> • No limitations submitted

11. What were the results of the final voting and what is the recommended textbook?

The committee voted 2-0 to select *Adventures in Japanese* and *Dekiru*

12. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
<ul style="list-style-type: none"> • <i>Adventures in Japanese 1-3</i> hard cover text with 7-year digital license • <i>Adventures in Japanese 1-3</i> workbook • <i>Dekiru: An AP Japanese</i> preparation course, student editions 	<ul style="list-style-type: none"> • <i>Adventures in Japanese 1-3</i> “Teachers Guide To Go” USB • <i>Dekiru: An AP Japanese</i> preparation course

13. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend two days of professional learning in June that will consist of the following:

- Day 1: Publisher support
- Day 2: Collaborative planning with colleagues

The cost for the professional development as described above is included in the adoption.

14. Curriculum Department contact for additional information:

Kristan Schnepf, Director, Professional Learning and Curriculum Innovation kschnepf@sanjuan.edu
(916) 971-7364

Textbook Adoption – Report II – Page 4
Japanese

15. Date submitted Report II: Draft April 4, 2018

Attachment A: Names of adoption committee members

Japanese adoption - Report 2

Name	School/Role
Mizue Kumagai	Mira Loma, teacher
Makiko Swartout	Bella Vista, teacher

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

AP Macroeconomics

2. Recommended text:

Principles of Macroeconomics, 2nd edition, Norton, 2018

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

Economics: Principles and Policy, Thomson, 2004, adopted in 2006

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Committee review of submitted materials	October 2017-January 2018
Committee selects publishers to present materials	February 2018
Publisher presentations	February 13, 2018
Public viewing	January 26-March 31, 2018
Community showcase	February 15, 2018
Adoption committee decision-making	March 6, 2018
Recommendation to Curriculum and Standards	April 4, 2018
Board discussion	April 10, 2018
Board action	April 24, 2018
Purchase orders submitted	May 2018
New materials in the classroom	July 2018

5. Actual total cost over the life of the adoption for materials:

The total cost of the adoption is \$32,168.89

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English Learners, and Special Education. Additionally, there was an added social content component, also included in California’s materials review, to ensure that materials represented the diversity of the students in our classrooms.

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials were made available through district and school newsletters, at various parent and community meetings, on the district website, and in Behind the Scenes and SJ Scene. Dates and events are as follows:

What	When	Where
Public review	January 26-March 31, 2018	Choices Charter School
Community showcase	February 15, 2018	Choices Charter School

Information regarding materials review was also shared with school and district leaders through Leadership Reflections. Adoption updates were shared with the Curriculum and Standards committee.

FEEDBACK RESULTS

10. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<ul style="list-style-type: none"> The materials prepare students for college in an accessible way The content is personalized and chunked in manageable, digestible pieces There are opportunities for real world application, supporting preparation for the AP exam The resources are all-inclusive, and the digital interface is interactive
Limitations
<ul style="list-style-type: none"> There are limited practice tests for the AP exam

11. What were the results of the final voting and what is the recommended textbook?

The committee voted 2-0 to select *Principles of Macroeconomics*

12. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
<ul style="list-style-type: none"> • <i>Principles of Macroeconomics</i>, student edition • <i>Principles of Macroeconomics</i>, 7-year digital license 	<ul style="list-style-type: none"> • <i>Principles of Macroeconomics</i>, teacher edition • <i>The Ultimate Guide to Teaching Macroeconomics</i> • Online interactive instructor’s guide • Downloadable instructor’s supplemental resources

13. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend two days of professional learning in June that will consist of the following:

- Day 1: Publisher support
- Day 2: Collaborative planning with colleagues

The cost for the professional development as described above is included in the adoption.

14. Curriculum Department contact for additional information:

Kristan Schnepf, Director, Professional Learning and Curriculum Innovation kschnepf@sanjuan.edu
 (916) 971-7364

15. Date submitted Report II: Draft April 4, 2018

Attachment A: Names of adoption committee members

AP Macroeconomics adoption - Report 2

Name	School/Role
Curt Casazza	Rio Americano, teacher
Josh Dennis	Encina, teacher

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

American Government

2. Recommended text:

CA Impact—Principles of American Democracy, McGraw-Hill, 2019

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

Magruder's American Government, Pearson, 2006, adopted in 2007

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Committee review of submitted materials	October 2017-January 2018
Committee selects publishers to present materials	February 2018
Publisher presentations	November 27, 2017
Cycle 1 Pilot	January 9-February 2, 2018
Cycle 2 Pilot	Feb. 5-Mar. 2
Public viewing	January 26 - March 31, 2018
Community showcase	February 15, 2018
Adoption committee decision-making	March 15, 2018
Recommendation to Curriculum and Standards	April 4, 2018
Board discussion	April 10, 2018
Board action	April 24, 2018
Purchase orders submitted	May 2018
New materials in the classroom	July 2018

5. Actual total cost over the life of the adoption for materials:

The total cost of the adoption is \$220,596.81

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English Learners, and Special Education. Additionally, there was an added social content component, also included in California’s materials review, to ensure that materials represented the diversity of the students in our classrooms.

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials were made available through district and school newsletters, at various parent and community meetings, on the district website, and in Behind the Scenes and SJ Scene. Dates and events are as follows:

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FEEDBACK RESULTS

10. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<ul style="list-style-type: none"> • The content and assignments are challenging but accessible to students • There are many built-in opportunities for formative assessment • The text includes many suggestions for supporting a variety of learners, including English learners and students with disabilities • Students found the materials to be engaging and interesting • The materials took a neutral stance and avoided editorializing content
Limitations
<ul style="list-style-type: none"> • The teacher edition is large and cumbersome • Some of the teachers’ digital features are challenging to use

11. What were the results of the final voting and what is the recommended textbook?

The committee voted 3-1 to select *CA IMPACT-Principles of American Democracy*

12. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
<ul style="list-style-type: none"> • <i>CA IMPACT-Principles of American Democracy</i>, student edition • <i>CA IMPACT-Principles of American Democracy</i>, 7-year digital license • California social studies SyncBlasts, 7-year digital license 	<ul style="list-style-type: none"> • <i>CA IMPACT-Principles of American Democracy</i>, teacher edition • <i>CA IMPACT-Principles of American Democracy</i>, 7-year digital license • Chapter tests and lesson quizzes • California social studies SyncBlasts, 7-year digital license

13. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend two days of professional learning in June that will consist of the following:

- Day 1: Publisher support
- Day 2: Collaborative planning with colleagues

The cost for the professional development as described above is included in the adoption.

14. Curriculum Department contact for additional information:

Kristan Schnepf, Director, Professional Learning and Curriculum Innovation kschnepf@sanjuan.edu
(916) 971-7364

15. Date submitted Report II: Draft April 4, 2018

Attachment A: Names of adoption committee members

American Government adoption - Report 2

Name	School/Role
Gary Blenner	Rio Americano, teacher
Valinda Frost	Mira Loma, teacher
Tim Poppel	El Camino, teacher
Cindy Taurone	El Sereno, teacher

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

AP US Government and Politics

2. Recommended text:

Government in America: People, Politics, and Policy, Pearson, 2018

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

Government by the People: AP edition, Pearson/Prentice Hall, 2006, adopted in 2006

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Committee review of submitted materials	Oct. 2017-Jan. 2018
Committee selects publishers to present materials	February 2018
Publisher presentations	March 15, 2018
Public viewing	January 26-March 31, 2018
Community showcase	February 15, 2018
Adoption committee decision-making	March 15, 2018
Recommendation to Curriculum and Standards	April 4, 2018
Board discussion	April 10, 2018
Board action	April 24, 2018
Purchase orders submitted	May 2018
New materials in the classroom	July 2018

5. Actual total cost over the life of the adoption for materials:

The total cost of the adoption is \$67,362.75

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English Learners, and Special Education. Additionally, there was an added social content component, also included in California’s materials review, to ensure that materials represented the diversity of the students in our classrooms.

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials were made available through district and school newsletters, at various parent and community meetings, on the district website, and in Behind the Scenes and SJ Scene. Dates and events are as follows:

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Community showcase	February 15, 2018	Choices Charter School

Information regarding materials review was also shared with school and district leaders through Leadership Reflections. Adoption updates were shared with the Curriculum and Standards committee.

FEEDBACK RESULTS

10. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<ul style="list-style-type: none"> • The content is well-aligned to the subjects in and expectations of the AP exam • There are many opportunities throughout the materials to engage students in understanding why government matters in their lives • The digital tools are very supportive of student learning • Students access the college platform in the materials, giving them valuable practice for their college experience
Limitations
<ul style="list-style-type: none"> • The technology interface isn’t always user-friendly for students and will need some intentional practice

11. What were the results of the final voting and what is the recommended textbook?

The committee voted 2-0 to select *Government in America: People, Politics, and Policy*

12. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
<ul style="list-style-type: none"> • <i>Government in America</i>, student edition • <i>Government in America</i>, 7-year digital license • AP test prep workbook (one year only) 	<ul style="list-style-type: none"> • <i>Government in America</i>, teacher edition • <i>Government in America</i>, 7-year digital license

13. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend two days of professional learning in June that will consist of the following:

- Day 1: Publisher support
- Day 2: Collaborative planning with colleagues

The cost for the professional development as described above is included in the adoption.

14. Curriculum Department contact for additional information:

Kristan Schnepf, Director, Professional Learning and Curriculum Innovation kschnepf@sanjuan.edu
 (916) 971-7364

15. Date submitted Report II: Draft April 4, 2018

Attachment A: Names of adoption committee members

AP US Government and Politics adoption - Report 2

Name	School/Role
Michael Gordon	Del Campo, teacher
Tim Peppel	El Camino, teacher

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Cultural Anthropology

2. Recommended text:

Essentials of Cultural Anthropology, 2nd edition, Norton, 2018

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

Humanity: An Introduction to Cultural Anthropology, 5th-7th editions, Wadsworth, 2000, 2003, 2006, adopted in 2002

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Committee review of submitted materials	Oct. 2017-Jan. 2018
Committee selects publishers to present materials	Feb. 2018
Publisher presentations	March 5, 2018
Public viewing	Jan. 26-March 31, 2018
Community showcase	Feb. 15, 2018
Adoption committee decision-making	March 5, 2018
Recommendation to Curriculum and Standards	April 4, 2018
Board discussion	April 10, 2018
Board action	April 24, 2018
Purchase orders submitted	May 2018
New materials in the classroom	July 2018

5. Actual total cost over the life of the adoption for materials:

The total cost of the adoption is \$21,125.20

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English Learners, and Special Education. Additionally, there was an added social content component, also included in California’s materials review, to ensure that materials represented the diversity of the students in our classrooms.

9. What opportunities were provided for community input?

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What	When	Where
Public review	January 26-March 31, 2018	Choices Charter School
Community showcase	February 15, 2018	Choices Charter School

Information regarding materials review was also shared with school and district leaders through Leadership Reflections. Adoption updates were shared with the Curriculum and Standards committee.

FEEDBACK RESULTS

10. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<ul style="list-style-type: none"> • The materials cover the content in a comprehensive way • The fieldwork journal provides a way for students to apply anthropological concepts in a real-world context • There are ethnographic and documentary video clips available to support student learning • The materials put anthropological concepts in the context of current global issues
Limitations
<ul style="list-style-type: none"> • The emphasis on globalization has potential to date the materials

11. What were the results of the final voting and what is the recommended textbook?

The committee voted 2-0 to select *Essentials of Cultural Anthropology*

12. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
<ul style="list-style-type: none"> • <i>Essentials of Cultural Anthropology</i>, student edition • <i>Cultural Anthropology Fieldwork Journal</i> • <i>Essentials of Cultural Anthropology</i>, 7-year digital license 	<ul style="list-style-type: none"> • <i>Essentials of Cultural Anthropology</i>, teacher edition • Downloadable instructor’s supplemental resources

13. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend two days of professional learning in June that will consist of the following:

- Day 1: Publisher support
- Day 2: Collaborative planning with colleagues

The cost for the professional development as described above is included in the adoption.

14. Curriculum Department contact for additional information:

Kristan Schnepf, Director, Professional Learning and Curriculum Innovation kschnepf@sanjuan.edu
 (916) 971-7364

15. Date submitted Report II: Draft April 4, 2018
 Attachment A: Names of adoption committee members

Cultural anthropology adoption - Report 2

Name	School/Role
Gea Overaas	Bella Vista, teacher
Christy Thomas	Rio Americano, teacher

Multi-Tiered System of Supports (MTSS)

Board Presentation

April 10, 2018

Debra Calvin, Ed.D., Assistant Superintendent, Educational Services

Susan Green, Director, Assessment, Evaluation and Planning

1

AGENDA

MTSS Progress Report

Focus for 2017-2018

Data

Next Steps

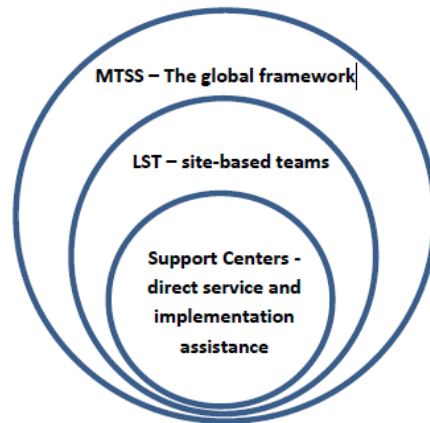
2

Multi-Tiered System of Supports (MTSS)

MTSS is a framework of practices and supports.

Learning Support Teams are groups who identify systemic needs and oversee resource allocation and monitoring.

Support Centers are regional offices staffed by a multi-disciplinary team established to provide direct services and assistance to students, staff and families.



3

MTSS - Progress Report Spring

Recommendations	Should we do it		Work to do it right		Work to do it better	
	Exploration / Adoptions	Installation	Initial Implementation	Full Implementation	Continuous Improvement Regeneration	
1. Interviews/Surveys				✓	✓	
2. Alignment of curriculum, instruction, and assessments		✓✓+ (Piloted assessments at a variety of schools)				
3. Alignment of essential practices and indicators of high quality instruction with SPG		✓✓+ (Focus on differentiation & distinction between tier 1 & 2)				
4. Learning Support Teams			✓			
5. Universal screeners and progress monitoring tools		✓ Monitoring tools	✓ Universal screeners			
6. Redefining and hiring of additional support staff			✓	✓	✓	
7. Menu of resources and interventions	✓	✓				
8. Expansion of community partnerships			✓✓+ (Services expanding)			
9. Welcoming schools process for district departments and schools	✓✓+ (draft currently being vetted)					

✓ May 2017
✓ April 2018

Focus 2017-2018

- Expansion of Learning Support Teams
- Expansion of centralized support staff assigned to provide direct services to students:
 - Low density elementary schools
 - High schools
 - Regional Support Centers
- Establishment of community partnerships through the support centers
- Creation of Menus (draft) that outline district supported services and resources*

*Attachments

5

Learning Support Team Expansion Initial Implementation

Learning Support Teams are site and district based groups established to ensure that all relevant resources are connected together to form an integrated continuum of interventions.

Teams meet regularly to:

- Identify needs of students and support staff
- Identify barriers to learning
- Align learning support systems/efforts
- Bring together stakeholders to ensure that no party or project is isolated
- Evaluate programs and services
- Develop, map and market resources to ensure that all are aware of services



6

Expansion of Centralized Support Staff Full Implementation/Continuous Improvement

Centralized support team members are certificated and classified support staff trained to provide supplemental and intensive support services to students. The direct services provided include health, academic, social emotional, and behavioral assistance.



7

Projected Changes in Number of Low Density Schools

Staffing

- 2 Social Workers
- 1 Behaviorist
- 1 Social Emotional Intervention Specialist (new proposed position)

Low Density Schools	
Cambridge Heights*	LeGette
Cowan*	Mariemont
Del Dayo	Mission
Dewey*	Orangevale
Green Oaks	Pershing
Gold River	Twin Lakes
	Carnegie **
	Pasteur **

*Served by Support Center 2018/19
** New schools to be served 2018/19

8

Current Support for High Schools

Bella Vista <ul style="list-style-type: none"> • Intervention Teacher (.8 FTE) 	Mesa Verde <ul style="list-style-type: none"> • Social Worker (1 FTE)
Casa Roble <ul style="list-style-type: none"> • Intervention Teacher (.66 FTE) 	Mira Loma <ul style="list-style-type: none"> • School Community Intervention Specialist (1 FTE) • Intermediate Clerk Typist (1 FTE)
Del Campo <ul style="list-style-type: none"> • Social Worker (.5 FTE) 	Rio Americano <ul style="list-style-type: none"> • Intervention Teacher (.8 FTE)
El Camino <ul style="list-style-type: none"> • Counselor (.5 FTE) • Behavior Support Specialist (.5 FTE) • Intervention Teacher (.2 FTE) 	San Juan <ul style="list-style-type: none"> • Intervention Teacher (1 FTE) • School Community Intervention Specialist (.75 FTE)
Encina <ul style="list-style-type: none"> • Behavior Support Specialist (.5 FTE) • Social Worker (.5 FTE) 	

9

Projected Changes in Support Center Schools Served 2018-19

- All schools grades K–8 with a poverty rate of 40% or higher
(~~35~~ 38 total)
 - 6 middle schools
 - 6 K–8 schools
 - ~~23~~ 26 elementary schools
- Staff housed in ~~two~~ three regional centers – Arcade, Barrett and Arlington Heights (if approved)

10

Proposed Support Center Staffing 2018-19

1 Program Manager
1 Secretary
1 Nurse
8 Elementary Counselors
10 Social Workers (need 4 additional social workers)
4 Mental Health Therapists
1 Psychologist
1 Behaviorist (reduction)
2 School Community Workers (moving back to attendance department)
11 Academic Intervention Specialists (need 2 additional Academic Intervention Specialists)
4 Social Emotional Intervention Specialist (new proposed positions)
Additional cost: \$790,417 (supplemental & CEIS funded – no impact on base)

11

Support Center Community Partnerships Initial Implementation

Vision to Learn (High and medium density schools)

- Vision Screening
- Eye Exams
- Free Eye Glasses

Center for Oral Health (High density schools only)

- Dental Screening
- Dental Exams
- Free Dental Services



12

Support Center Community Partnerships

Vision to Learn

- Number of student screened - 3256
- Number of students who failed screening - 804
- Number of students who visited optometrist - 286
- Number of students who received prescription eyeglasses - 237

Center for Oral Health

- Number of students screened - 896
- Number of students in need of urgent care - 49
- Number of students in need of dental care - 222
- Number of students with healthy teeth and gums - 625

13

Universal Screeners 2017-2018 Determine Level of Risk for Each Student

Social-Emotional			Academic		
Attendance	Behavior	Transitioning	Grades	ELA	Math*
Percent Attended	Incidents Suspension	Current conditions LTEL Foster Youth Homeless	1's ELA/Math or Percent D & F's	Text Level MAP CAASPP PSAT	MAP CAASPP PSAT <small>* None for Gr. K-2</small>

RISK LEVELS: High, Medium, Low or On-Track

14

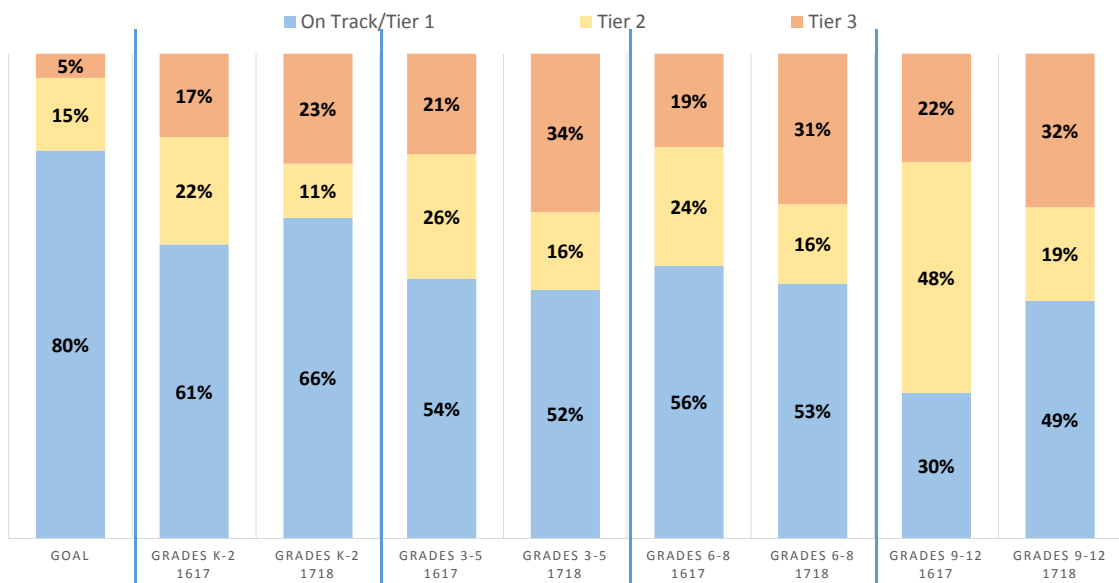
San Juan Unified – Overall MTSS Risk Level

Risk Level	GOAL	Baseline Jan 16-17	June 16-17	Jan 17-18
Tier 1/On Track	80%	48.2%	53.9%	54.4%
Tier 2	15%	31.6%	31.2%	15.9%
Tier 3	5%	20.1%	14.7%	29.7%

Overall Risk Level: Based on combination of scores (ELA, Math, Attendance, Behavior and Grades)

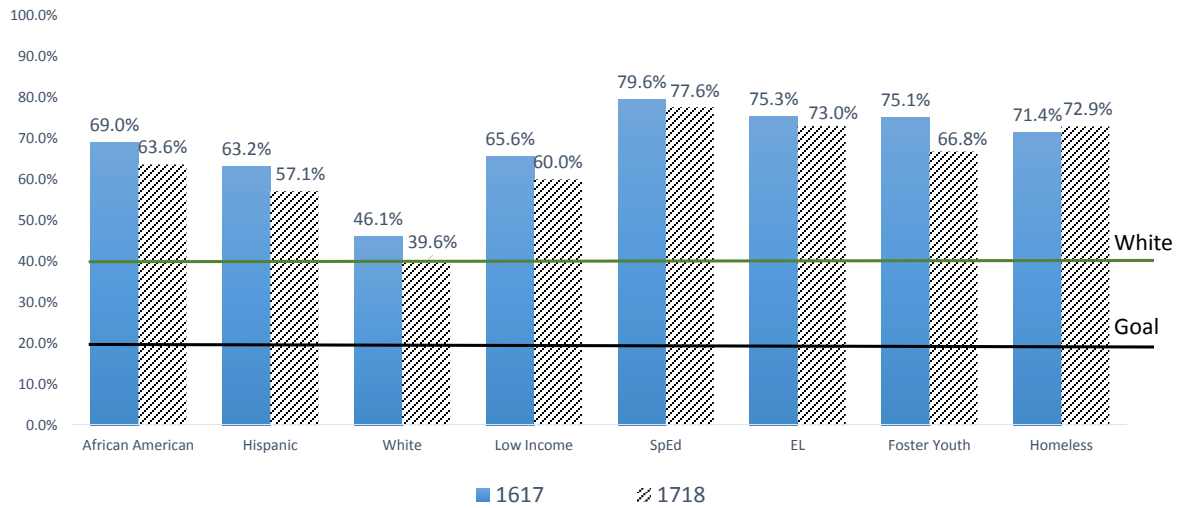
15

Overall MTSS Level by Grade Span—MID YEAR



16

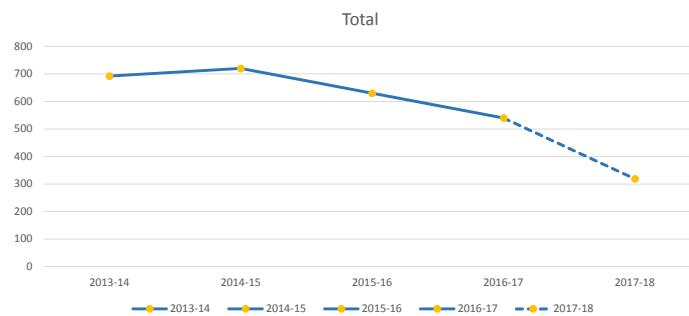
What Percent of Each Group are Tier 2/3?



17

Initial Assessments for Special Education

Year	2013-14	2014-15	2015-16	2016-17	2017-18 (Year to Date)
Total	692	720	630	540	319



18

Students Served August 2016-January 2018

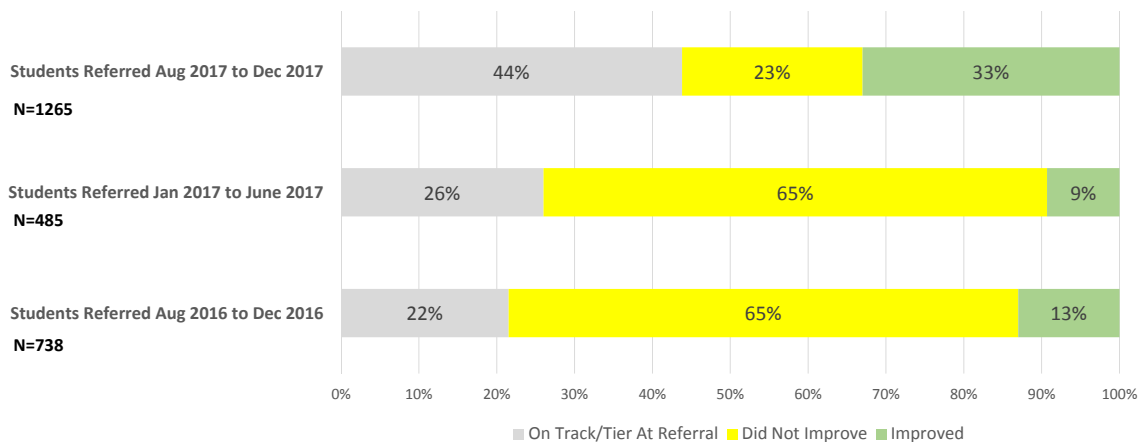
Group	Support Centers	Low Density Support	High School Supports
Total Students Served	2961	150	
Black or African American	435 (14.7%)	11 (7.3%)	
Hispanic or Latino	717 (24.2%)	18 (12.0%)	
White	1477 (49.9%)	98 (65.3%)	
Special Education students	466 (15.7%)	22 (14.7%)	
Low SES students	2417 (81.6%)	75 (50.0%)	
EL students	540 (18.2%)	4 (2.7%)	
Foster Youth students	36 (1.2%)	2 (1.3%)	
Homeless students	210 (7.1%)	6 (4.0%)	

19

Center Students – How Are They Performing

Students served by the centers based on referral date, who were still enrolled in SJUSD in January 2018

Improvement in Overall Risk Level from Date of Referral to Jan 2018



20

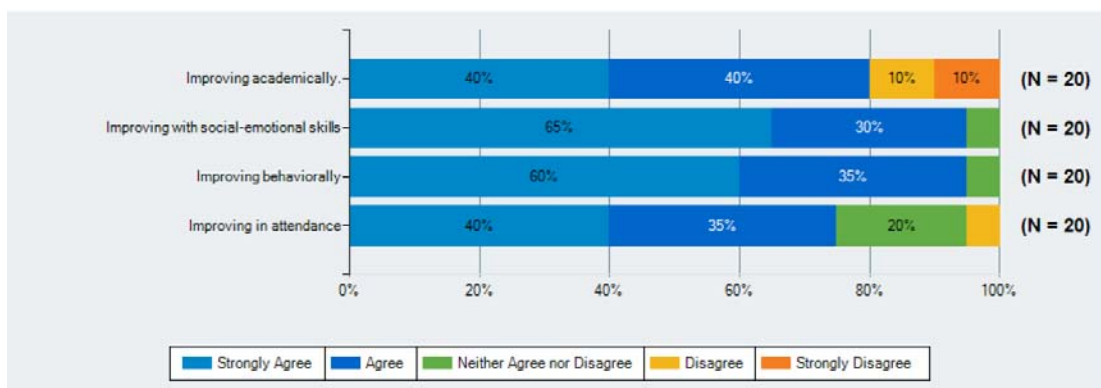
August to December 2017 Referrals

Total of 554 Students Had Starting Risk Level: On Track or Low Risk

- **Academic Support (n=265)**
 - 117 (44%) had High or Med Risk in either Reading, Math or Grades
 - 32 Improved from Aug to Dec (27%)
 - 148 (56%) had no documented risk in reading, math or grades.
- **Social Emotional Support (n=289)**
 - 10 (4%) had High or Med Risk in Behavior or Attendance.
 - 2 improved from Aug to Dec (20%)
 - 279 (96%) had no documented risk in behavior or attendance

21

Student Outcomes



“The Learning Support Center team has proven a critical asset for our learning community.”

“They are very responsive and address concerns right away with staff- the last two years have been a dream with the support from MTSS. All I can ask for is more time.”

22

Next Steps

- Establish a new referral and tracking system
- Establish referral criteria to better determine who is served
- Establish districtwide progress monitoring tools
- Expand low density and support center services
 - Four social workers
 - Two academic intervention specialists
 - Five social emotional intervention specialists (new proposed positions)

Implementation Science Stages and Actions

Focus	Stage	Description
Should we do it ↓	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right ↓	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better ↓	Full Implementation	Expand the program/practices to other locations, individuals, times adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

Learning Support Teams Cohorts

Cohort #1	Cohort #2	Cohort #3	Cohort #4
Arlington Heights	Arcade	Cameron Ranch	Arden
Encina	Barrett	Carnegie	Carriage
Lichen	Dyer-Kelly	Churchill	Grand Oaks
Mesa Verde	Edison	Del Campo	San Juan
Starr King	Greer	El Camino	Schweitzer
Sylvan	Howe	Kingswood	
	Pasteur	Mira Loma	
	Peck	Sierra Oaks	*Lichen
	Rogers		*Del Campo
	Woodside		*Mesa Verde

*Refresher training due to staffing changes since prior cohort

Vision to Learn

Schools	# Screened	# Failed	# Visited Optometrist	# Prescribed Glasses
Grand Oaks	306	74	51	39
Mariposa	390	95	50	34
Lichen	611	133	64	55
Northridge	438	75	40	35
Coyle	360	73	26	24
Skycrest	513	88	28	26
Peck*	320	115	27	24
Kingswood*	318	151		
Total	3256	804	286	237

* In progress

Center for Oral Health

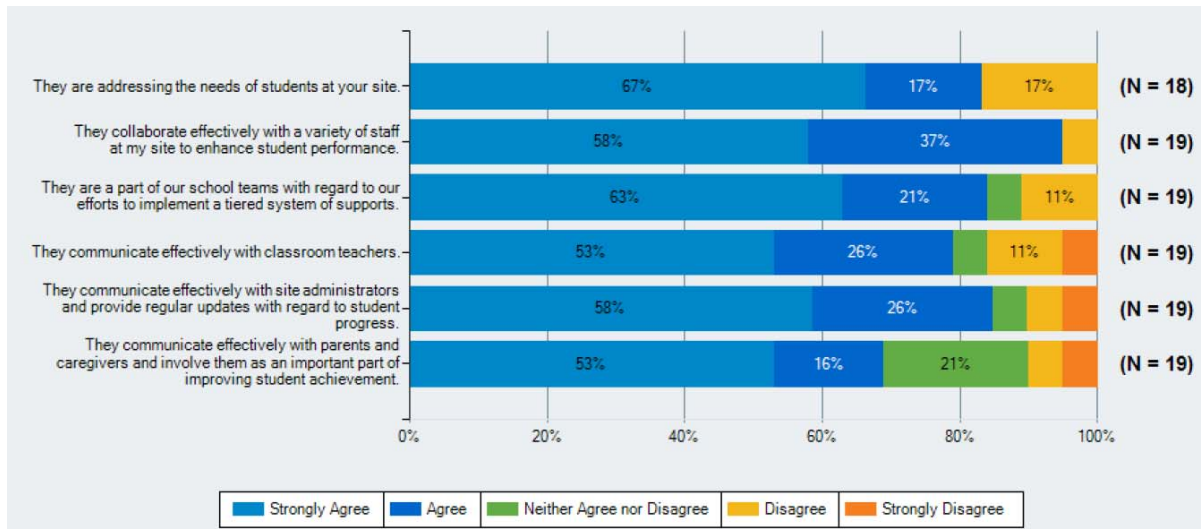
Schools	# Screened	Urgent Care Needed	Dental Care Needed	Teeth & Gums Appear Healthy
Carmichael	121	1	40	80
Edison	218	7	49	162
Grand Oaks	176	17	37	122
Greer	69	2	15	52
Northridge	54	0	12	42
Pasadena	65	2	13	50
Starr King	117	10	27	80
Sylvan	9	1	2	6
Whitney	67	9	27	31
Total	896	49	222	625

Learning Support Teams Cohorts

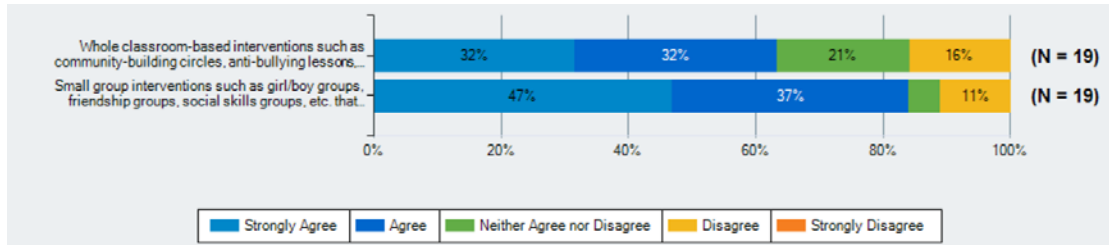
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Sylvan	Howe	Kingswood	
	Pasteur	Mira Loma	
	Peck	Sierra Oaks	*Lichen
	Rogers		*Del Campo
	Woodside		*Mesa Verde

*Refresher training due to staffing changes since prior cohort

Schoolwide Outcomes



Schoolwide Outcomes - Continued



SJUSD Multi-Tiered System of Supports (MTSS)

Menu of District Supported Academic Supports for Students

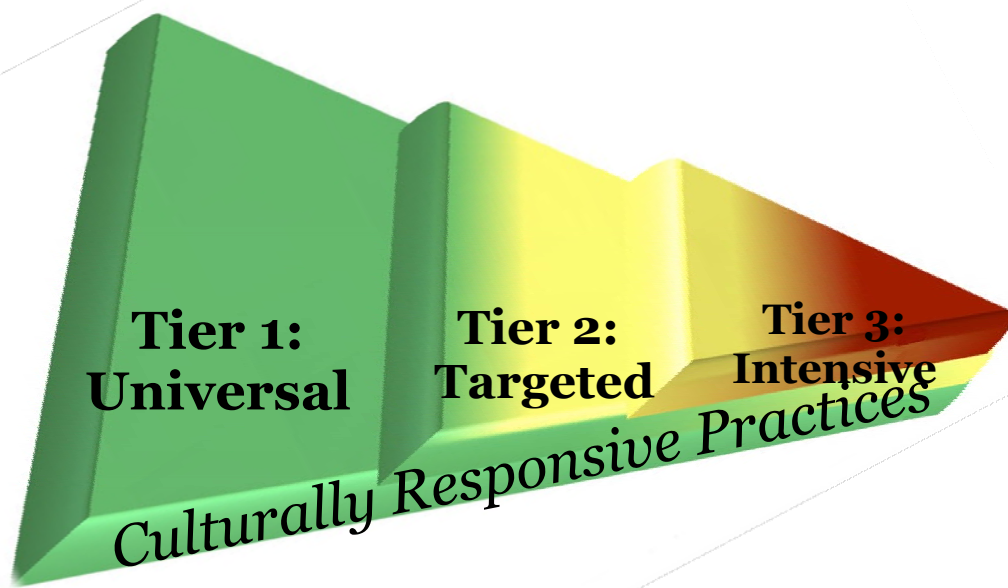


San Juan

Unified School District

**The following menu is intended as an overview of district supported academic supports available to school sites. The list is not mutually exclusive; schools may incorporate one or more of the following programs/services or a site-specific approach to support students based on a site's needs. Most offerings located within this menu include a hyperlink, as well as district contact information, to obtain more information and receive specific details regarding district support.*

Layered Continuum of Academic Supports



Tier 1 – Universal Supports for All Students: Grade level standards core curriculum and differentiation.

Including (but not limited to):

- Grade level whole class and small group instruction using district adopted or site specific materials
- Differentiation within the classroom setting to meet student needs
- Designated and Integrated ELD instruction for English learners

Tier 2 – Targeted Interventions: Short-term targeted interventions for students who are below grade-level standards.

Including (but not limited to):

- Small group intervention provided by site intervention teachers or support center academic intervention specialists
- Tutoring provided during and outside of the school day
- Technology-based programs for intervention and acceleration of learning
- Support classes to support grade level core instruction

Tier 3 – Intensive: Students with the highest level of need receive highly structured individualized interventions and supports. Intensive interventions for students who are significantly below grade level standards.

Including (but not limited to):

- Replacement curriculums
- 1:1 intensive intervention strategies

SJUSD Multi-Tiered System of Supports (MTSS)

Menu of District Supported Academic Supports for Students

Core Curriculum Intervention Programs

Intervention materials to support differentiation in the classroom with core adopted materials.

Framework	Grades	Description	Tiers	Contact
Benchmark Universe	K-5	Adopted by the state of California, these comprehensive program addresses the goals, context, and themes of the California Framework for ELA and ELD instruction, including Integrated and Designated ELD. <i>Benchmark</i> and <i>Amplify</i> are rigorous and integrates reading, writing, speaking, and listening instruction to meet the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments and intervention.	1, 2	Nicole Kukral Program Specialist, ELA nkukral@sanjuan.edu 971-7064
Amplify (ELA/ELD)	6-8			
HMH California Collections	9-11			
enVisionMath Intervention	K-5	The enVisionMath California Common Core (CC) uses Big Ideas that extend across grade levels to reflect the coherence in the CCSS math. These Big Ideas connect Essential Understandings from many different lessons. Lessons in enVisionMath California CC build on a foundation of problem solving. Students develop conceptual understanding and computational fluency through daily work on rich problems.	1, 2	Stacey Hernandez Program Specialist, Math stacey.hernandez@sanjuan.edu 979-8959
Go Math	6-8			
IM 1 HMH	9-11			

Targeted Intervention Programs

Programs and services provided by specialized staff to target short-term interventions for small groups of students.

<u>Program</u>	<u>Grades</u>	<u>Description</u>	<u>Tiers</u>	<u>Contact</u>
<u>Comprehensive Intervention Model*</u>	K-8	CIM (Comprehensive Intervention Model) is five different small group interventions developed by examining research on successful literacy practices. All interventions are structured around predictable lesson components and established routines with daily instruction. Within this framework, teachers/interventionists employ data-driven, decision-making processes, including selecting books, prompting for strategies, and teaching for independence and transfer.	2, 3	Christy Redmon-Germany Reading Recovery Teacher <u>credmon-germany@sanjuan.edu</u> 971-5727
<u>FEV Tutoring</u>	9 th IM in	Online virtual tutoring program connects our IM1 support students with a live tutors after school hours for homework help or re-teaching of math concepts.	3	Roxanne Mitchell Director, OSLA <u>roxanne.mitchell@sanjuan.edu</u> 971-7202
<u>Fountas and Pinnell Leveled Literacy Intervention*</u>	K-6	The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small group, supplementary literacy intervention designed to help teachers provide powerful, daily, systematic small group instruction for the lowest achieving students at their grade level.	2	Roxanne Mitchell Director, OSLA <u>roxanne.mitchell@sanjuan.edu</u> 971-7202 Shelley Friery Program Manager, MTSS <u>shelley.friery@sanjuan.edu</u> 979-8720

<p>iReady Math*</p>	<p>K- 8</p>	<p>Online diagnostic adaptive assessment which creates an individualized curriculum for tier 2-3 students. Students work on their individualized program online. Teachers may print out individualized lessons, based on diagnostic, to be used in small group settings.</p>	<p>2</p>	<p>Stacey Hernandez Program Specialist, Math stacey.hernandez@sanjuan.edu 979-8959</p> <p>Shelley Friery Program Manager, MTSS shelley.friery@sanjuan.edu 979-8720</p>
<p>iReady</p>	<p>K-12</p>	<p>Computer based program with teacher lessons in both math and reading (separate). Students take an adaptive diagnostic covering the main CC domains: phonics, phonological awareness, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text in reading. They take for math: the main CC domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry. Then students are placed in instructional sequence.</p>	<p>2</p>	
<p>Lexia Core 5* and Lexia PowerUp</p>	<p>K-5 6-8</p>	<p>Lexia Reading Core5® and Lexia PowerUp support educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–8. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small group instruction. Lexia Reading delivers an Response to Intervention (RTI) modeled reading program by combining four instructional components: Lexia Reading software; MyLexia online reporting interface; Lexia lessons and Lexia Skill Builders.</p>	<p>1, 2</p>	<p>Roxanne Mitchell Director, OSLA roxanne.mitchell@sanjuan.edu 971-7389</p> <p>Shelley Friery Program Manager, MTSS shelley.friery@sanjuan.edu 979-8720</p>

<p>Math Links</p>	<p>6-8 & IM1 Support</p>	<p>Research based program, created by UCLA, (grade 8 is SBE adopted for core math), supports Tier 2 students in an intervention setting. IM1 students enrolled in IM1 support use the grade 8 materials.</p>	<p>2</p>	<p>Stacey Hernandez Program Specialist, Math stacey.hernandez@sanjuan.edu 979-8959</p>
<p>Read Naturally</p>	<p>K-12</p>	<p>The Read Naturally® program is a supplemental reading program that uses a combination of texts, audio CDs, and computer software. The program uses one of four products that share a common fluency-building strategy: Read Naturally® Masters Edition, Read Naturally® Encore, Read Naturally® Software Edition, and Read Naturally® Live. The program can be delivered in three ways: (1) students use audio CDs with hard-copy reading materials (Read Naturally® Masters, Read Naturally® Encore), (2) students use the computer-based version (Read Naturally® Software Edition), or (3) students use the web-based version (Read Naturally® Live)</p>	<p>1, 2</p>	<p>Christy Redmon-Germany Reading Recovery Teacher credmon-germany@sanjuan.edu 971-5727</p>
<p>SIPPS*</p>	<p>K-8</p>	<p>SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) offers a systematic approach to decoding to support students in gaining reading fluency and comprehension.</p>	<p>1, 2</p>	<p>Roxanne Mitchell Director, OSLA roxanne.mitchell@sanjuan.edu 971-7389</p> <p>Shelley Friery Program Manager, MTSS shelley.friery@sanjuan.edu 979-8720</p>

*Denotes intervention is available through Student Support Center - Academic Intervention Specialist

Intensive Intervention Programs

Services provided by specialized staff to target interventions for small groups of students and/or individualized students with the highest level of need.

<u>Service</u>	<u>Grades</u>	<u>Description</u>	<u>Tiers</u>	<u>Contact</u>
<u>Literacy Lessons</u>	K-6	Literacy Lessons is a highly effective short-term intervention of daily one-to-one lessons that supplement good classroom teaching for two special populations (English learners (EL) and special education) in grades K-6. The goal is to meet the literacy needs of EL and special education students so that they are performing at grade level in an accelerated time (12-20 weeks) in a highly responsive teaching design by a professionally trained interventionist.	3	Christy Redmon-Germany Reading Recovery Teacher credmon-germany@sanjuan.edu 971-5727
<u>Reading Recovery</u>	1	Reading Recovery is a highly effective short-term intervention of daily one-to-one lessons that supplement good classroom teaching for the lowest-achieving first graders. What Works Clearinghouse (WWC) states Reading Recovery achieved strong results with positive ratings or potentially positive ratings across all four areas studied: alphabetic (phonemic awareness and phonics), fluency, comprehension, and general reading achievement. The goal is to dramatically reduce the number of first grade children with extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.	3	Christy Redmon-Germany Reading Recovery Teacher credmon-germany@sanjuan.edu 971-5727
<u>Read 180</u>	3-12	READ 180® aims to address gaps in individual student's skills The READ 180® program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, audiobooks with corresponding CDs for modeled reading, and software designed to track each student's progress.	3	Dayle Cantrall Program Manager, Special Education dcantrall@sanjuan.edu 971-7525

SJUSD Multi-Tiered System of Supports (MTSS)

Menu of District Supported Social, Emotional & Behavioral Supports for Students



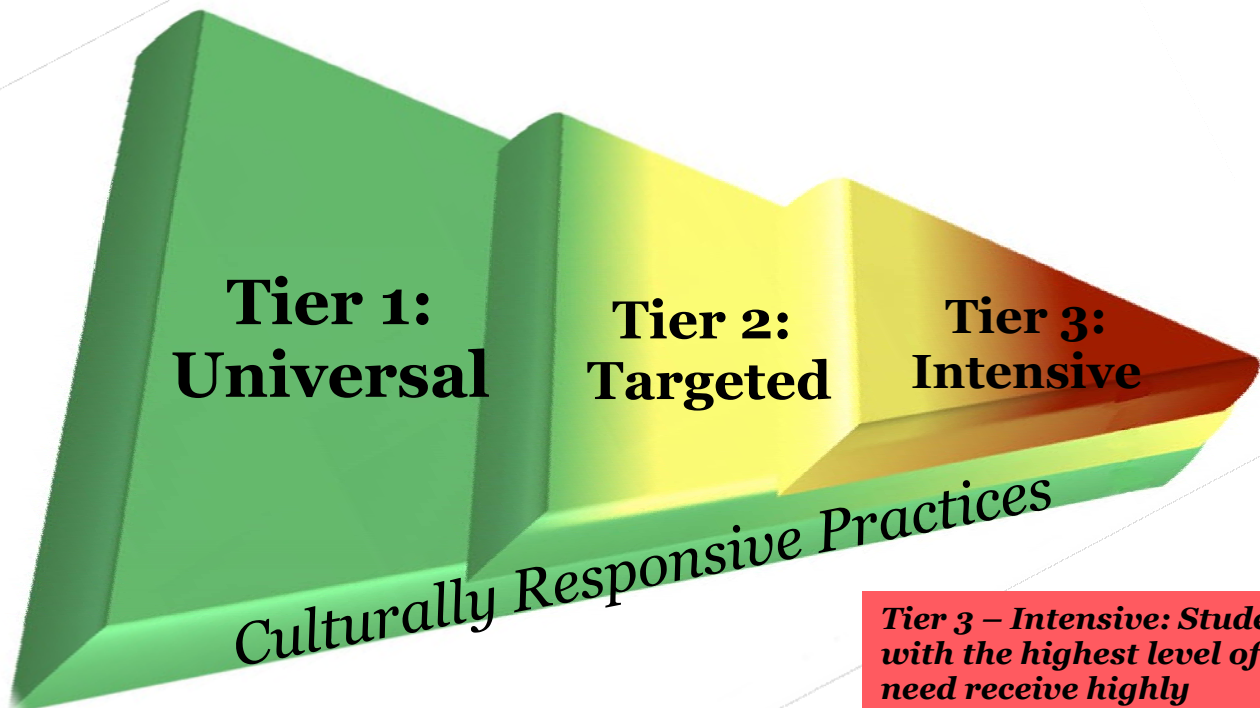
San Juan

Unified School District

**The following menu is intended as an overview of district supported social, emotional and behavioral supports available to school sites. The list is not mutually exclusive; schools may incorporate one or more of the following frameworks/programs/services to support students based on a site's needs. Most offerings located within this menu include a hyperlink, as well as district contact information, to obtain more information and receive specific details regarding district support.*

SJUSD Multi-Tiered System of Supports (MTSS)

Layered Continuum of Social, Emotional & Behavioral Supports



Tier 1 – Universal Supports for All Students: Clearly identified school-wide rules and procedures for student behavior. All adults on campus work to establish a positive learning environment and build positive relationships with students.

Including (but not limited to):

- Positive Behavioral Interventions & Supports Tier 1 (PBIS)
- Social Emotional Learning (SEL) skills and standards
- SEL and Prevention Programs (see school-wide programs section)
- Restorative Practices

Tier 2 – Targeted Interventions: Short-term targeted interventions for students who have difficulty demonstrating appropriate skills.

Including (but not limited to):

- Positive Behavioral Interventions & Supports Tier 2 (PBIS)
- Student referral for Support Center (K-8), Low Density (K-8), High School FTE – Small Group Interventions; Behavior Support Plans; Check-in Check-out, etc.
- Social-Emotional Learning and Behavior Intervention and Prevention Programs (see district menu of programs)
- Restorative Practices

Tier 3 – Intensive: Students with the highest level of need receive highly structured individualized interventions and supports. Supports are implemented directly or through planning with specialists (e.g. counselors, social workers, psychologists, behaviorists, mental health therapists, etc.)

Including (but not limited to):

- Student Referral for Support Center (K-8), Low Density (K-8), High School FTE Staffing – 1:1 Social, Emotional and Behavioral Interventions; Mental Health Therapy, Functional Behavioral Analysis, Wraparound Services, etc.
- Positive Behavioral Interventions & Supports Tier 3 (PBIS)



SJUSD Multi-Tiered System of Supports (MTSS)

Menu of District Supported Social, Emotional & Behavioral Supports for Students

Schoolwide Frameworks

Practices designed to establish positive learning environments by building positive relationships with students and teaching social emotional learning skills.

Framework	Grades	Description	Tiers	Contact
<u>Positive Behavior Intervention & Supports (PBIS)</u>	K-12	PBIS is a framework for behavior management applied on a school-wide level, at a classroom level and at an individual student level. It is not a curriculum; rather, it is a collaborative process resulting in interventions designed for the unique needs of each school, classroom and individual student through a three-tier intervention logic and team-based planning model. SJUSD training cohorts available.	1, 2, 3	Sean Bollinger Behavior Support Specialist <u>sbollinger@sanjuan.edu</u> 979-8774 Dominic Covello Director, Student Support Services <u>dcovello@sanjuan.edu</u>
<u>Restorative Practices</u>	K-12	Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing and improve school climate and culture. Restorative practices include a continuum ranging from less formal to more formal processes including circles, informal conferences, peer mediation, formal conferences, family and community conferences and reintegration. Grant funding available for outside training.	1, 2	Diana Marshall Director, Equity and Achievement <u>diana.marshall@sanjuan.edu</u>

Intervention and Prevention Programs

Programs designed for schools to build appropriate social emotional skills and/or provide intervention for students who are struggling to maintain healthy growth and development.

<u>Program</u>	<u>Grades</u>	<u>Description</u>	<u>Tiers</u>	<u>Contact</u>
<u>Botvin Life Skills Training</u>	6-12	Botvin LifeSkills Training is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.	1, 2	Erica Corpuz Prevention Programs <u>erica.corpuz@sanjuan.edu</u> 979-9621
<u>eVibe</u> <u>Stop & Think</u> <u>Too Good for Violence</u>	3-5 6-12	In-class weekly lessons delivered by SCH staff over ten weeks teach: interpersonal, problem-solving, and conflict resolution skills bullying prevention, anger management, conflict resolution skills, and respect for self and others.	1, 2	Gaylon Johnson Prevention Programs Supervisor <u>gaylon.johnson@sanjuan.edu</u> 979-8611
<u>Olweus Bullying Prevention Program (OBPP)</u> OBPP Class Meetings That Matter	K-12	A schoolwide bullying prevention program using a team-based approach to improve peer relations and school climate. Online class meeting materials to support schoolwide evidence-based school climate programs; topics include: identifying feelings, peer relationships, respecting differences.	1, 2	Elizabeth Lopez Prevention Specialist <u>elizabeth.lopez@sanjuan.edu</u> 979-8601
<u>REACH One Alliance</u>	K-12	REACH One Alliance is a program designed to create a momentous culture shift to promote a positive school climate on school campuses. The program empowers students to be proactive in the areas of acceptance, character and compassion.	1	Elizabeth Lopez Prevention Specialist <u>elizabeth.lopez@sanjuan.edu</u> 979-8601
<u>Safe School Ambassadors</u> (Community Matters)	K-12	A student-centered anti-bullying and violence prevention program focused on social norms change.	1	Elizabeth Lopez Prevention Specialist <u>elizabeth.lopez@sanjuan.edu</u> 979-8601

Second Step	K-8	Interactive sequenced curriculum that addresses problem-solving, emotion management and empathy, as well as communication, coping and decision-making skills (goal-setting and substance use prevention in 6-8).	1, 2	Elizabeth Lopez Prevention Specialist elizabeth.lopez@sanjuan.edu 979-8601
Skillstreaming	K-8	A four-part training approach: modeling, role-playing, performance feedback and generalization to teach essential prosocial skills to children and adolescents.	2, 3	Sean Bollinger Behavior Support Specialist sbollinger@sanjuan.edu 979-8774
Strong Kids	K-12	The Strong Kids programs are brief and practical social-emotional learning curricula designed for teaching social and emotional skills, promoting resilience, strengthening assets and increasing coping skills of children and adolescents.	1, 2	Sean Bollinger Behavior Support Specialist sbollinger@sanjuan.edu 979-8774
Teen Intervene	9-12	<i>Teen Intervene</i> helps teens self-identify a substance use disorder, provides a brief plan for intervention and guides the referral to treatment.	1, 2	Erica Corpuz Prevention Programs erica.corpuz@sanjuan.edu 979-9621
We Have Skills	K-3	Interactive lessons build 7 core skills: Listen, Follow Directions, Do the Best You Can, Ask For Help, Follow the Rules, Work Out Strong Feelings, Get Along With Others.	1, 2	Sean Bollinger Behavior Support Specialist sbollinger@sanjuan.edu 979-8774

We Have Choices	4-6	A self-management skills curriculum focusing on 8 core skills: Pay Attention, Focus on the Task, Ask For Help, Do Your Best Work, Get Along, Participate in Class, Manage Feelings, Follow Class Expectations.	1, 2	Sean Bollinger Behavior Support Specialist sbollinger@sanjuan.edu 979-8774
Youth Mental Health First Aid	6-12	Designed to educate teachers and school staff how to help an adolescent who is experiencing a mental health or addiction challenge or is in crisis.	1, 2	Gaylon Johnson Prevention Programs Supervisor gaylon.johnson@sanjuan.edu 979-8611
Alcohol and Other Drug (AOD) Intervention Program	9-12	The AOD Intervention Program seeks to assist students and their parents by providing support services that address potential substance abuse issues. On site training for staff (counselors/social workers) in a site based intervention program is provided through Recovery Happens Counseling Services. Educational presentations are also provided for students, staff and parents.	1, 2	Erica Corpuz Prevention Programs erica.corpuz@sanjuan.edu 979-9621

Direct Social, Emotional & Behavioral Services

Services provided by specialized staff to target short-term interventions for small groups of students and/or individualized students with the highest level of need.

<u>Service</u>	<u>Grades</u>	<u>Description</u>	<u>Tiers</u>	<u>Contact</u>
<u>Student Support Center Referrals</u>	K-8	Serving the district's 35 medium to high density low income schools, grades K-8, this student referral based system is comprised of a multi-disciplinary team made up of school social workers, school counselors, school psychologist, behaviorists and mental health therapists. Examples of social, emotional and behavioral services include: small group and 1:1 counseling, skillstreaming, functional behavior analysis, behavior intervention plans, cognitive behavior therapy, etc.	2, 3	Shelley Friery Program Manager, MTSS <u>shelley.friery@sanjuan.edu</u> 979-8720
<u>Low Density Support Referrals</u>	K-8	Serving the district's 12 low density low income schools, grades K-8, this student referral based system is comprised of a behaviorist and two school social workers. Examples of social, emotional and behavioral services include: small group and 1:1 counseling, skillstreaming, functional behavior analysis, behavior intervention plans, etc.	2, 3	Dominic Covello Director, Student Support Services <u>dcovello@sanjuan.edu</u>
High School MTSS Support Staff	9-12	Student referral based services from intervention staff independently selected by each high school given the needs of the student population.	2, 3	Rick Messer Assistant Superintendent, Secondary Education <u>rick.messer@sanjuan.edu</u> 971-7119
<u>White House Counseling Center</u>	K-12	White House Counseling Center supports students and their families in San Juan Unified and the surrounding area. Counseling is available for children and youth who are covered by Medi-Cal. Eligible students with Medi-Cal coverage can be seen at their SJUSD school site or at the White House Counseling Center.	3	Monika Howard Program Specialist <u>monika.howard@sanjuan.edu</u> 971-7640