Introduction:

LEA: Chaffey Joint Union High School District **Contact (Name, Title, Email, Phone Number):** Mathew Holton, Superintendent, mathew_holton@cjuhsd.net, (909) 988-8511
LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Business Partners Meeting September 18, 2013 The Chaffey District hosted a local business partners meeting in September to share the District's vision and update them on progress towards achievement goals. During the meeting, we asked for input on expectations from our community leaders on the skills and abilities that they would want in our students leaving the District and entering their career fields. With more than 250 representatives in the room, we gathered their information and created a working list to be used to represent how our students could be "career ready".	Gathering Input from Multiple Sources Site Visits We hosted LCAP presentations at each of our sites including our eight comprehensive high schools as well as our alternative schools. We surveyed those who attended the meetings which included staff, parents, students, and community members. Online Survey

District Committees Represent Stakeholders
The Chaffey District wanted to engage as many different stakeholders as possible, so we aggressively sought as many as possible. We began by seeking the leadership from throughout the District to address the needs of our LCAP Advisory Board. We wanted to have representation for all stakeholders including parents, students, community members, teachers, counselors, classified staff members and administrators. We also wanted to have representation from each site in our District which includes 8 large comprehensive high schools, an online high school, and two alternative schools. In order to address the needs of EL, SED and foster youth we made sure that we had representatives from those populations on our advisory committee as well. We met with this LCAP Committee on February 6th, March 4th, April 23rd, and May 27th.
LCAP Advisory Committee
Here is the breakdown of our advisory committee:
Parents – 3, including those with students from unduplicated subgroups (EL, LI), GATE and SpEd designations
Students – 2, including EL and LI designations
Teachers – 4, including the Association President, EL Advisor, SpEd Advisor, and a counselor from an alternative education site.
Classified – 2, including the Association President, Foster and Homeless Youth Coordinator.
Administration – 2, including a comprehensive and alternative site principals.
Community Members – 3, including the general manager of a large supermarket chain, United Way Director for the Inland Valley, and the San Bernardino County Foster Youth Director.
District Office – 2, including the Assistant Superintendent of Instruction and the Director of Categorical Support.

DELAC Committee
The District has had a DELAC Committee for many years, which is made up of the leadership from all the ELAC committees at each site. Parents of EL's, SED, and other subgroups are represented on the committee which meets quarterly. We made our first presentation on LCFF and LCAP to this group on January 17, 2014.
Site Visits
In an effort to seek the input from as many stakeholders as possible from each

We created a video and online survey describing the LCAP and our desire to gather input from as many as possible, and posted it on our website. We sent out emails to all staff, students, and parents to request their participation with the LCAP process. We also called each stakeholder in our District using our all-call system to notify them of the survey, for those who might not have an email with us. We posted the video and survey in both English and Spanish.

Top Priorities
The initial survey results placed the following priorities in the top 10:
- High Quality Teachers
- Access to Core (A to G) subject areas
- Access to needed instructional materials
- Increase student achievement for all subgroups
- Reduced freshman failures/interventions for struggling learners
- Guaranteed admission programs for local colleges
- Invest in career/job certification programs
- Effective Professional Development for staff
- Maintain positive school climate
- Graduate students who are college and career ready

Next Steps
Based upon the feedback we received from the survey results that were completed by April 20, we shared the survey feedback with the LCAP Advisory Committee and we began conversations at table groups to determine where the initial focus of our LCAP plan would fall. Through dialogue with all the members, we determined the main focus areas. We then took those priorities and met with the District leadership to see what alignment there was between the Business Partners, LCAP survey stakeholders, and site staff.

Principal/Site Feedback
We took the feedback from our LCAP Advisory and DELAC committees and shared it with the site leadership throughout the District. We compared that feedback with the one-on-one survey interviews that principals held with each staff member, and agreed on the final priorities that we would focus our initial LCAP on. We agreed that we would address all the priority areas to ensure that we supported all the goals of the state and our District.
Here were the common priorities for our District:

of the identified groups, the Chaffey District decided to visit each of the sites to host an informational meeting on the LCAP and seek input through the use of a survey. Each presentation included information on the changes to the new funding formula, the eight state priorities and the performance indicators used to measure success. We sought the input from the DELAC committee on how best to address our parent stakeholder groups, as well as all those on the Advisory Committee representing the different populations. We held numerous meetings at the eight comprehensive sites and our two alternative sites. Here is the breakdown of stakeholder participation from the site meetings:

- Certificated - 972
- Classified - 168
- Parents - 412
- Students - 305
- Community Members - 310

Online Survey

In order to gather more input, we also created an online video and survey (paper copies for those without Internet) that we sent to all parents and students in the District through our Parent/Student Communication System called School Loop. 99% of our students and over 80% of our parents have School Loop accounts and access to the survey. We also used our calling system to contact each family with information on how to find and take the survey on our website. Here are the numbers of survey results (English and Spanish) we received through our online access:

- Certificated - 123
- Classified - 38
- Parents - 209
- Students - 267
- Community Members - 15

- Graduate students who are college AND career ready
- Effective Professional Development for staff
- Increase student achievement for all subgroups
- High Quality Teachers
- Access to Core (A to G) subject areas
- Intervention support for struggling learners
- Increase engagement for students and parents

LCAP Timeline for Adoption

Following the creation of the first draft of the LCAP, we shared the draft with the DELAC on May 23, and with the LCAP Advisory group on May 27 to seek their input for modifications and revision. The Superintendent responded to each comment received by the LCAP Advisory Committee as well as the DELAC who responded. We then shared the revised LCAP with the public at a Board Meeting hosted at the District Office on June 3 as a part of a comprehensive review of both the budget and the LCAP. Following the Board Meeting, we posted the LCAP draft on our website and notified our parents, students, and staff that they could view the draft and provide feedback to the Superintendent's office. Using the feedback received, we met with the LCAP Committee members as well as District Leadership on June 6 & 7 to establish the final revision for submission to the Board on June 18, 2014.

Annual Update:

Involvement Process

The Chaffey Joint Union High School District began the reaching out to all stakeholders on our initial LCAP immediately following passage by the Board.

Annual Update:

Impact on LCAP

Feedback from LCAP helps shape the District's vision

The emphasis came back on survey's showing that every stakeholder group felt

Principals at each site began sharing updates on our LCAP at all stakeholder meetings, including those held in the summer. The administration of the District took a long look at the direction our stakeholders viewed as most important in 2014-15, to help guide us in the creation of the District's vision.

As the school year began, we asked for input on how best to implement this vision from vary stakeholder groups. We began again this year by meeting with our business community partners. We hosted the meeting on September 24, and had over 200 partners engaged in discussions on how to best prepare students to be successful in the 21st century. We also surveyed those in attendance to provide additional directional support for our LCAP goals and provide additional ideas for development. Based on the feedback from the Business Partners Meeting, we began work on the creation of a new direction for better preparing students to be successful in any post-secondary experience. Business Teachers met regularly to revise coursework to more closely align to what students need to be successful in today's market. We also provided a day for leadership teams and counseling teams to meet at one location, to share ideas and build a plan to support college and career readiness at each site in the District.

As principals continued to work with site teams, gathering input from staff, students, and parents, the District hosted our District LCAP meeting at Valley View HS on October 27th. Each site has 10-15 representatives from various stakeholder groups, including teachers, students, parents, administrators, classified, and other staff. The teams looked at early data on progress towards our LCAP goals, and provided insight and direction to better support our programs and students across the District. Each site submitted LCAP updates and plans to support students in all subgroups.

Survey input
An LCAP survey was again conducted this year for all stakeholders. The feedback received from our early meetings at sites and at the DO with groups gave us feedback to change the questions this year to reflect on how stakeholders felt about the progress we made on last year's goals. The survey asked stakeholders for their input on the progress towards last year's goals, as well as for input on additional needs and concerns. Principals gave the survey to different parent and student groups at each site. We also posted the survey

that our first priority was to prepare students not only for graduation and college, but also prepare students to be successful in any career they would chose as well. That direction and focus was shared with the Board, which led to the creation of the Chaffey Joint Union High School Districts vision, "All CJUHSD students will graduate ready for college and careers".

Following the business partner meeting and the action steps, we began discussing the needs within our District to improve programs to promote career readiness. Through the discussions with all stakeholder groups, we recognized a need for both District and site leaders to focus on opportunities for careers exploration for all students. It was decided at the LCAP Advisory Committee to add an additional goal to this year's plan to focus on that need.

Based on feedback from the District wide LCAP meeting, initial thoughts were shared on how to better support struggling EL learners. The data showed us that ELs were not making the progress we had hoped for, so discussions took place on what best to do. The addition of an instructional coach to work directly with teachers to support EL learners, as well as how to best differentiate instruction to support varied levels of learners was decided and agreed upon by the LCAP Advisory Committee.

Based upon information gathered at both the DELAC and LCAP Advisory meetings, modifications, additions, and changes to some metrics were made to better support our students and staff throughout the District. Those changes were then drafted into the LCAP for 2015-16, including metrics and goals for the subsequent two years.

Survey results provide a clarity
The 2015-16 LCAP Survey results yield the following information on progress towards the original LCAP goals.
Ranked highest to lowest:
Provide guaranteed admission agreements with local colleges
Provide students with online courses for credit recovery
Focus on improving A to G
Ensure student access to instructional materials
Provide a safe and caring learning environment
Ensure student access to core subjects that prepare them for college
Provide instructional technology for students and staff that will enhance

online on our website.
Here is a breakdown of the respondent results from sites:
Here is the breakdown of stakeholder participation from the site meetings:

- Certificated - 590
- Classified - 169
- Parents - 356
- Students - 287
- Community Members - 296

DELAC and LCAP Advisory provide insight
The Assistant Superintendent of Instruction, along with the Executive Director of Achievement attended DELAC meetings held quarterly to provide updates and seek input on the progress of our LCAP. The DELAC is made up of parents from all sites who are interested in how to best support EL learners. Those meetings took place on August 22, October 17, December 12, January 30, and March 13. During the final meeting on May 18, the proposed LCAP for 2015-16 was presented, and input on each of the goals and the total development was gathered. At each meeting, data on last year's goals were shared and input was sought on any modifications needed. The Superintendent responded to all comments that we made from the DELAC in writing.

The LCAP Advisory committee began meeting again in January of 2015. Meetings were held on January 28, March 11, and on April 22. The committee is comprised of:
Parents – 3, includes parents of unduplicated students (LI, EL, and FY) and SpEd.
Students – 3, including EL, FY, and LI designations
Teachers – 5, including the Association President, EL Advisor, SpEd Advisor, general education teacher, and a counselor from an alternative education site.
Classified – 2, including the Association President and Foster and Homeless Youth Coordinator.
Administration – 2, including a comprehensive and alternative site principals.
Community Members – 3, including the general manager of a large supermarket chain, United Way Director for the Inland Valley, and the San Bernardino County Foster Youth Director.
District Office – 2, including the Assistant Superintendent of Instruction and the Director of Categorical Support.
At each LCAP Advisory meeting, we discussed data on last year's goals, asked for input on how to better support student success, and made decisions what

learning
Implement Common Core standards
Increase overall student achievement
Focus on reducing freshman failures
Ensure highly qualified teachers
Improve instruction and support teaching
Ensure facilities are in good repair
Teach students to positively embrace diversity and act responsibly
Provide effective professional development training for staff
Maintain a positive school climate by increasing a sense of safety and school connectedness by reducing suspensions and expulsions
Increase parental involvement and participation
Prepare students for career opportunities

Feedback provides a direction for 2015-16
The LCAP Advisory committee, working with this feedback from stakeholders throughout the District, made a number of recommendations regarding the data and survey information from the previous year's goals. The feedback listed above showed that we still had significant work to do regarding professional development for teachers, parent involvement, and providing career opportunities. They took those recommendations to help us modify the goals and metrics used in the 2015-16 LCAP. They also made recommendations on how best to consolidate some of the 2014-15 LCAP goals, and some suggestions to add to this year's LCAP as well. The result of their recommendation was the creation of the ten goals you see in this year's 2015-16 LCAP.
Using the feedback received, we met with LCAP Committee members as well as District Leadership on June 4 & 5 to establish the final revision for submission to the Board on June 18, 2015.

modification should be made to next year's goals on actions to better support each area. At the final meeting on April 22, we looked at the proposed LCAP for 2015-16, and sought input and direction. The Superintendent responded to all comments made from the LCAP Advisory committee in writing.	

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	1. The District will increase student achievement as measured by state metrics in the following areas: a. graduation rate by .1% annually for all students b. subgroups will increase graduation rate by 1% annually until reaching 85.8% c. targeted subgroups (LI, EL, FY) will increase CAHSEE pass rates by 1% annually d. AMAO 1 and 2 will increase by 1.5% annually e. AP pass rate growth of .1% annually f. maintain 0% teacher misassignment rate	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify CJUHSD 1 – Improve Instruction & 2 – Improve Achievement

Identified Need :	All students need preparation to be successful and have college and career choices as measured by graduation rate data, AMAO data, AVID data, CAHSEE data, AP pass rate, and the teacher rate of misassignment. Need: Graduation Rate 2012-2013: EL 67.4%, LI 82.1%, FY 73%, all students 86.2% Graduation Rate 2013-2014: EL 67.5%, LI 82.0%, FY 62%, all students 85.7% CAHSEE Pass Rate 2012-2013: (ELA) EL 40%, LI 81%, FY 67%, all students 86% CAHSEE Pass Rate 2013-2014: (ELA) EL 37%, LI 81%, FY 70%, all students 86% CAHSEE Pass Rate 2012-2013: (Math) EL 53%, LI 82%, FY 81%, all students 86% CAHSEE Pass Rate 2013-2014: (Math) EL 60%, LI 85%, FY 60%, all students 89% AMAO #1 -2014 - 61.6% Target 59% AMAO # 2 – 2014 - <5 yrs-20.7% Target 22.8 ,>5 yrs-52.8% Target 49% State metric: AP pass rate 2012-13: 54%, 2013-14: 57% State Metric: Rate of teacher misassignment - Maintain 0%	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	a. All students graduation rate – 85.8% State Metric: High School Grad Rate b. Subgroups graduation rate: EL-68.5, LI-83.0, FY-63 State Metric: High School Grad Rate c. Targeted subgroups CAHSEE pass rate: LI (ELA-82, M-86), EL (ELA-38, M-61), FY (ELA-71, 61) State Metric: performance on standardized tests: CAHSEE d. AMAO 1- 63.1%, AMAO 2- 5 yrs-54.3% State Metric: Share of ELs who become English proficient, EL reclassification rate e. AP pass rate 57.1% f. maintain 100% of Credentialed teachers and 100% of Highly Qualified Teachers

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide AVID support for all sites to support access to success in a rigorous pathway to improve graduation	LEA-wide	X All OR:	Funding Source: LCFF 1100: Teacher Salaries $12,000

rates, college attendance, and career readiness - AVID support staffing		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Instructional Aides Salaries $51,840 3000: Benefits $15,138 5200: Travel and Conference $202,200 5300: Memberships $135,640
1.2 New Tiger program to support students new to our country - New Tiger salaries and benefits	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 1100: Teacher Salaries $55,868 2100: Instructional Aides Salaries $49,226 3000: Benefits $73,452 Funding Source: Title III 1100: Teacher Salaries $13,967 3000: Benefits $8,432 4300: Instructional Supplies $4,611 Funding Source: LCFF 2100: Instructional Aides Salaries $51,214 3000: Benefits $39,354
1.3 Provide chrome books for Accelerated English students to increase achievement on CAHSEE - Provide 80 chrome books	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 4300: Instructional Supplies $32,880 Funding Source: LCFF 4300: Instructional Supplies $45,798 4400: Inventory Items GASB 34 $1,839 5800: Other Services and Operating Expenses $583
1.4 CAHSEE intervention support - CAHSEE support staffing	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $534,026 1300: Certificated Supervisor/Admin Salary $20,453 2100: Instructional Aides Salaries $40,427 2400: Clerical and Office Salaries $38,072 3000: Benefits $259,060 4300: Instructional Supplies $35,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	a. All students graduation rate – 85.8% State Metric: High School Grad Rate b. Subgroups graduation rate: EL-68.5, LI-83.0, FY-63 State Metric: High School Grad Rate c. Targeted subgroups CAHSEE pass rate: LI (ELA-82, M-86), EL (ELA-38, M-61), FY (ELA-71, 61) State Metric: performance on standardized tests: CAHSEE d. AMAO 1- 63.1%, AMAO 2- 5 yrs-54.3% State Metric: Share of ELs who become English proficient, EL reclassification rate e. AP pass rate 57.2% f. State Metric: Rate of teacher misassignment - Maintain 0%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide AVID support for all sites to support access to success in a rigorous pathway to improve graduation rates, college attendance, and career readiness - AVID support staffing	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $12,000 2100: Instructional Aides Salaries $51,840 3000: Benefits $15,138 5200: Travel and Conference $202,200 5300: Memberships $135,640
1.2 New Tiger program to support students new to our country - New Tiger salaries and benefits	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 1100: Teacher Salaries $55,868 2100: Instructional Aides Salaries $49,226 3000: Benefits $73,452 Funding Source: Title III 1100: Teacher Salaries $13,967 3000: Benefits $8,432 4300: Instructional Supplies $4,611 Funding Source: LCFF 2100: Instructional Aides Salaries $51,214 3000: Benefits $39,354
1.4 CAHSEE intervention support - CAHSEE support staffing	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 4300: Instructional Supplies $32,880 Funding Source: LCFF 4300: Instructional Supplies $45,798 4400: Inventory Items GASB 34 $1,839 5800: Other Services and Operating Expenses $583

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	a. All students graduation rate – 85.8% State Metric: High School Grad Rate b. Subgroups graduation rate: EL-68.5, LI-83.0, FY-63 State Metric: High School Grad Rate c. Targeted subgroups CAHSEE pass rate: LI (ELA-82, M-86), EL (ELA-38, M-61), FY (ELA-71, 61) State Metric: performance on standardized tests: CAHSEE d. AMAO 1- 63.1%, AMAO 2- 5 yrs-54.3% State Metric: Share of ELs who become English proficient, EL reclassification rate e. AP pass rate 57.3% f. State Metric: Rate of teacher misassignment - Maintain 0%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide AVID support for all sites to support access to success in a rigorous pathway to improve graduation rates, college attendance, and career readiness - AVID support staffing	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $12,000 2100: Instructional Aides Salaries $51,840 3000: Benefits $15,138 5200: Travel and Conference $202,200 5300: Memberships $135,640
1.2 New Tiger program to support students new to our country - New Tiger salaries and benefits	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 1100: Teacher Salaries $55,868 2100: Instructional Aides Salaries $49,226 3000: Benefits $73,452 Funding Source: Title III 1100: Teacher Salaries $13,967 3000: Benefits $8,432 4300: Instructional Supplies $4,611 Funding Source: LCFF 2100: Instructional Aides Salaries $51,214 3000: Benefits $39,354
1.4 CAHSEE intervention support - CAHSEE support staffing	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 4300: Instructional Supplies $32,880 Funding Source: LCFF 4300: Instructional Supplies $45,798 4400: Inventory Items GASB 34 $1,839 5800: Other Services and Operating Expenses $583

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	The District will improve the A – G completion rate by 1.5% annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify CJUHSD 1 – Improve Instruction & 2 – Improve Achievement

Identified Need :	Students of CJUHSD need to graduate both college and career ready as measured by A to G completion data. 2013-All-40.6% AA-37.02, Lat-34.12, SpEd-2.96, LI-35.24, EL-2.69, FY-15.63 2014 -All-45.9%, AA-44.96, Lat-40.78, SpEd-3.31, LI-41.69, EL-4.96, FY-14.81(N=32)	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Goal A to G rate for all students: 47.4% Goal A to G rate for subgroups: AA – 46.46, Latino 42.28, SpEd – 4.81, LI – 43.19, FY – 16.31 No state metric to date for college and career ready Local metric: A – G completion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide both credit recovery and grade remediation opportunities for all students through B/A school courses, online learning, Saturday programs, and summer school. - Provide A to G recovery/ acceleration options - Follet Ed, online curriculum - Edgenuity online software - Before/After School salaries - Credit Recovery/during school day and B/A school - Summer School salaries - SOS salaries	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $1,861,834 1300: Certificated Supervisor/Admin Salary $120,409 2100: Instructional Aides Salaries $1,500 2200: Classified Support Salary $17,000 2400: Clerical and Office Salary $48,926 3000: Benefits $357,775 4100: Textbooks $18,000 4300: Instructional Supplies $5,000 5800: Other Services and Operating Expenses $78,000 Funding Source: Title I 1100: Teacher Salaries $91,717 3000: Benefits $33,232 5800: Other Services and Operating Expenses $314,398 Funding Source: Special Ed (Fed) 2100: Instructional Aides Salaries $40,000 3000: Benefits $8,219

			Funding Source: Prop 20 5800: Other Services and Operating Expenses $144,629 Funding Source: Special Ed 1100: Teacher Salaries $238,381 2100: Instructional Aides Salaries $84,000 3000: Benefits $40,166 4300: Instructional Supplies $1,000
2.2 Maintain 4 additional librarians at sites - Librarian salaries and benefits	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1200: Certificated Pupil Support $360,512 3000: Benefits $120,971
2.3 District Support of all intervention programs by Executive Director of Achievement, plus classified support - Executive Director of Achievement - GED Renew support - Classified support	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $41,000 1300: Certificated Supervisor/Admin Salary $152,589 2200: Classified Support Salary $51,288 2400: Clerical and Office Salary $52,538 3000: Benefits $117,432 4200: Other Textbooks $1,145 4300: Instructional Supplies $5,250 5200: Travel and Conference $400 5600: Rent, Lease, and Repair $280 5700: Interprogram Services $535
2.4 Target struggling EL, RFEP, SED and FY learners who need additional Math Support. - Blast Math Program	OHS	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF: 4200: Other Books $7,500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Goal A to G rate for all students: 47.4% Goal A to G rate for subgroups: AA – 46.46, Latino 42.28, SpEd – 4.81, LI – 43.19, FY – 16.31 No state metric to date for college and career ready Local metric: A – G completion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1Provide both credit recovery and grade remediation opportunities for all students through B/A school courses, online learning, Saturday programs, and summer school. - Provide A to G recovery/ acceleration options - Follet Ed, online curriculum - Edgenuity online software - Before/After School salaries - Credit Recovery/during school day and B/A school - Summer School salaries - SOS salaries	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $1,861,834 1300: Certificated Supervisor/Admin Salary $120,409 2100: Instructional Aides Salaries $1,500 2200: Classified Support Salary $17,000 2400: Clerical and Office Salary $48,926 3000: Benefits $357,775 4100: Textbooks $18,000 4300: Instructional Supplies $5,000 5800: Other Services and Operating Expenses $78,000 Funding Source: Title I 1100: Teacher Salaries $91,717 3000: Benefits $33,232 5800: Other Services and Operating Expenses $314,398 Funding Source: Special Ed (Fed) 2100: Instructional Aides Salaries $40,000 3000: Benefits $8,219 Funding Source: Prop 20 5800: Other Services and Operating Expenses $144,629 Funding Source: Special Ed 1100: Teacher Salaries $238,381 2100: Instructional Aides Salaries $84,000 3000: Benefits $40,166 4300: Instructional Supplies $1,000
2.2 Maintain 4 additional librarians at sites - Librarian salaries and benefits	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Funding Source: LCFF 1200: Certificated Pupil Support $360,512 3000: Benefits $120,971

		(Specify)	
2.3 District Support of all intervention programs by Executive Director of Achievement, plus classified support - Executive Director of Achievement - GED Renew support - Classified support	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $41,000 1300: Certificated Supervisor/Admin Salary $152,589 2200: Classified Support Salary $51,288 2400: Clerical and Office Salary $52,538 3000: Benefits $117,432 4200: Other Textbooks $1,145 4300: Instructional Supplies $5,250 5200: Travel and Conference $400 5600: Rent, Lease, and Repair $280 5700: Interprogram Services $535
2.4 Target struggling EL, RFEP, SED and FY learners who need additional Math Support. - Blast Math Program	OHS	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF: 4200: Other Books $7,500

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Goal A to G rate for all students: 47.4% Goal A to G rate for subgroups: AA – 46.46, Latino 42.28, SpEd – 4.81, LI – 43.19, FY – 16.31 No state metric to date for college and career ready Local metric: A – G completion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide both credit recovery and grade remediation opportunities for all students through B/A school courses, online learning, Saturday programs, and summer school. - Provide A to G recovery/ acceleration options - Follet Ed, online curriculum - Edgenuity online software - Before/After School salaries - Credit Recovery/during school day and B/A school - Summer School salaries	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $1,861,834 1300: Certificated Supervisor/Admin Salary $120,409 2100: Instructional Aides Salaries $1,500 2200: Classified Support Salary $17,000 2400: Clerical and Office Salary $48,926 3000: Benefits $357,775 4100: Textbooks $18,000

- SOS salaries			4300: Instructional Supplies $5,000 5800: Other Services and Operating Expenses $78,000 Funding Source: Title I 1100: Teacher Salaries $91,717 3000: Benefits $33,232 5800: Other Services and Operating Expenses $314,398 Funding Source: Special Ed (Fed) 2100: Instructional Aides Salaries $40,000 3000: Benefits $8,219 Funding Source: Prop 20 5800: Other Services and Operating Expenses $144,629 Funding Source: Special Ed 1100: Teacher Salaries $238,381 2100: Instructional Aides Salaries $84,000 3000: Benefits $40,166 4300: Instructional Supplies $1,000
2.2 Maintain 4 additional librarians at sites - Librarian salaries and benefits	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1200: Certificated Pupil Support $360,512 3000: Benefits $120,971
2.3 District Support of all intervention programs by Executive Director of Achievement, plus classified support - Executive Director of Achievement - GED Renew support - Classified support	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $41,000 1300: Certificated Supervisor/Admin Salary $152,589 2200: Classified Support Salary $51,288 2400: Clerical and Office Salary $52,538 3000: Benefits $117,432 4200: Other Textbooks $1,145 4300: Instructional Supplies $5,250 5200: Travel and Conference $400 5600: Rent, Lease, and Repair $280 5700: Interprogram Services $535
2.4 Target struggling EL, RFEP, SED and FY learners who need additional Math Support. - Blast Math Program	OHS	_ All OR: X Low Income pupils X English Learners X Foster Youth	Funding Source: LCFF: 4200: Other Books $7,500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Provide instructional materials for students, professional development, and DO oversight for all teachers to support the shifts in instruction necessary for implementation of Common Core and Next Generation Science Standards.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify District Goal 1-Improve Instruction

Identified Need :	Our students need to be proficient in new state adopted standards in English, math and science. Need: Upcoming SBAC testing EAP data – 2013 (ELA) Ready -19% , Conditional-15%, Not Ready-65% 2014 (ELA) Ready -24% , Conditional-17%, Not Ready-59% EAP data – 2013 (Math) Ready -15% , Conditional-47%, Not Ready-37% 2014 (Math) Ready -12% , Conditional-45%, Not Ready-42%	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Beginning 2015-16, teachers will increase % of lessons taught using CC and NGSS strategies by 25% annually, and we will increase the number of teachers meeting with instructional coaches by 10% annually. Local metric: Principal walkthrough and LCAP Survey Teachers will implement new instructional materials in both ELA and math, and will be provided PD. State metric: EAP data Local metric: Principal walkthrough and LCAP Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Add additional coaches (three total - two in instructional technology and one in ELD plus existing two coaches) to increase PD opportunities for all teachers. -5 coaches to support PD and student achievement -Director of Instruction to provide training and support for California Standards implementation and training	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1300: Certificated Supervisor/Admin Salary $120,409 1900: Other Certificated Salaries $461,350 2400: Clerical and Office Salary $40,926 3000: Benefits $248,429 4300: Instructional Supplies $5,000
3.2 Purchase ELA instructional materials for all students grade 9-11. - ELA materials (HMH Collections for all 9-11 grade students	LEA-wide	X All OR: _ Low Income pupils _ English Learners	Funding Source: LCFF 4100: Textbooks $635,830

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Purchase mathematics instructional materials for all students in Integrated I, II, and III. - math instructional materials (HMH Integrated I, II, III) for all students	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 4100: Textbooks $1,817,319
3.4 Provide PD for all teachers implementing CCSS and NGSS	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $100,000 3000: Benefits $10,584
3.5 BTSA Support Providers to work with new teachers to improve instruction. -3 BTSA teachers' salaries and benefits	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1900: Other Certificated Salary $86,069 3000: Benefits $29,564 Funding Source: Title II 1100: Teacher Salaries $15,000 1900: Other Certificated Salary $200,827 3000: Benefits $70,966

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Beginning 2015-16, teachers will increase % of lessons taught using CC and NGSS strategies by 25% annually, and we will increase the number of teachers meeting with instructional coaches by 10% annually. Local metric: Principal walkthrough and LCAP Survey Teachers will implement new instructional materials in both ELA and math, and will be provided PD. Local metric: Principal walkthrough and LCAP Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue additional coaches to increase PD opportunities for all teachers -5 coaches to support PD and student achievement -Director of Instruction to provide training and support for California Standards implementation and training	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1300: Certificated Supervisor/Admin Salary $120,409 1900: Other Certificated Salaries $461,350 2400: Clerical and Office Salary $40,926 3000: Benefits $248,429 4300: Instructional Supplies $5,000
3.2 Provide additional instructional materials to enable teachers to fully implement CCSS in ELA and mathematics	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	TBD as needed
3.3 Provide PD for all teachers implementing CCSS and NGSS	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $100,000 3000: Benefits $10,584
3.4 BTSA Support Providers to work with new teachers to improve instruction. -3 BTSA teachers' salaries and benefits	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Funding Source: LCFF 1900: Other Certificated Salary $86,069 3000: Benefits $29,564 Funding Source: Title II 1100: Teacher Salaries $15,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1900: Other Certificated Salary $200,827 3000: Benefits $70,966

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Beginning 2015-16, teachers will increase % of lessons taught using CC and NGSS strategies by 25% annually, and we will increase the number of teachers meeting with instructional coaches by 10% annually. Local metric: Principal walkthrough and LCAP Survey Teachers will implement new instructional materials in both ELA and math, and will be provided PD. Local metric: Principal walkthrough and LCAP Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue additional coaches to increase PD opportunities for all teachers -5 coaches to support PD and student achievement -Director of Instruction to provide training and support for California Standards implementation and training	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1300: Certificated Supervisor/Admin Salary $120,409 1900: Other Certificated Salaries $461,350 2400: Clerical and Office Salary $40,926 3000: Benefits $248,429 4300: Instructional Supplies $5,000
3.2 Provide additional instructional materials to enable teachers to fully implement CCSS in ELA and mathematics	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	TBD as needed
3.3 Provide PD for all teachers implementing CCSS and NGSS	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $100,000 3000: Benefits $10,584

3.4 BTSA Support Providers to work with new teachers to improve instruction. -3 BTSA teachers' salaries and benefits	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1900: Other Certificated Salary $86,069 3000: Benefits $29,564 Funding Source: Title II 1100: Teacher Salaries $15,000 1900: Other Certificated Salary $200,827 3000: Benefits $70,966

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	The number of formal Achievement Teams will increase by one per site annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify CJUHSD Goal 1-Improve Instruction

Identified Need :	Our students need highly trained teachers using data to drive instruction. Need: Read 180 data: Total Schools: 9 Total Students: 769 Average Lexile Growth: 74 All sites added one Achievement Team in a new subject area.	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	The number of formal Achievement Teams will increase to 5 at each site, with PD and release time support. RtI committee will focus on Reading Intervention support data, as well as data for progress of ELs. Local metric: Principal and LCAP surveys, Read 180 data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide Achievement Team PD for new teams as well as on-going support for established AT. - PD for AT teams	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $22,354 3000: Benefits $2,646
4.2 Provide focus collaboration time for EL teachers as well as reading intervention support through the use of Read 180	LEA-wide	X All OR: _ Low Income pupils _ English Learners	Funding Source: LCFF 1100: Teacher Salaries $809,463 3000: Benefits $298,348 4200: Other Books $35,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Instructional Supplies $35,000 4400: Inventory Items GASB 34 $9,160 5800: Other Services and Operating Expenses $50,000 Funding Source: Title I 1100: $3,000 3000: $500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	The number of formal Achievement Teams will increase to 6 at each site, with PD and release time support. RtI committee will focus on Reading Intervention support data, as well as data for progress of ELs. Local metric: Principal and LCAP surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide Achievement Team PD for new teams as well as on-going support for established AT. - PD for AT teams	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $22,354 3000: Benefits $2,646
4.2 Provide focus collaboration time for EL teachers as well as reading intervention support through the use of Read 180	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $809,463 3000: Benefits $298,348 4200: Other Books $35,000 4300: Instructional Supplies $35,000 4400: Inventory Items GASB 34 $9,160 5800: Other Services and Operating Expenses $50,000 Funding Source: Title I 1100: $3,000 3000: $500

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	The number of formal Achievement Teams will increase to 7 at each site, with PD and release time support. RtI committee will focus on Reading Intervention support data, as well as data for progress of ELs. Local metric: Principal and LCAP surveys		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide Achievement Team PD for new teams as well as on-going support for established AT. - PD for AT teams	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $22,354 3000: Benefits $2,646
4.2 Provide focus collaboration time for EL teachers as well as reading intervention support through the use of Read 180	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $809,463 3000: Benefits $298,348 4200: Other Books $35,000 4300: Instructional Supplies $35,000 4400: Inventory Items GASB 34 $9,160 5800: Other Services and Operating Expenses $50,000 Funding Source: Title I 1100: $3,000 3000: $500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Increase opportunities for students to explore college and career goals by 7% annually on career exploration surveys. Explore career certifications, pathways, TCELL development in the classrooms, and internships for all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify CJUHSD 1 – Improve Instruction & 2 – Improve Achievement

Identified Need :	Students need to graduate with the skills to be both college and career ready. Need: Career interest survey completion rate : 22%	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase students taking career interest surveys to 29%. Implement new CTE course at each site to enhance access for all students and provide college and career skill development. Local metric: Students completing career interest survey, CTE course data from master schedule, Principal and LCAP survey data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Increase the students taking career survey, monitored APs of Instruction at each site and new Executive Director of College and Careers - Career Cruising site access for all students - CaliforniaColleges.edu site access students	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 5800: Other Services and Operating Expenses $69,000
5.2 Purchase On Your Own Coast-to-Coast curriculum to support new CTE course	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 4300: Instructional Supplies $6,000

5.3 Provide PD for teachers to collaborate both in the CTE area, and cross contents to infuse career readiness	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $16,000 3000: Benefits $4,000
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase students taking career interest surveys to 36%. Implement new CTE course at each site to enhance access for all students and provide college and career skill development. Local metric: Students completing career interest survey, Principal and LCAP survey data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Increase the students taking career survey, monitored APs of Instruction at each site and new Executive Director of College and Careers - Career Cruising site access for all students - CaliforniaColleges.edu site access students	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 5800: Other Services and Operating Expenses $69,000
5.3 Provide PD for teachers to collaborate both in the CTE area, and cross contents to infuse career readiness	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Funding Source: Title II 1100: Teacher Salaries $16,000 3000: Benefits $4,000

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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase students taking career interest surveys to 43%. Implement new CTE course at each site to enhance access for all students and provide college and career skill development. Local metric: Students completing career interest survey, Principal and LCAP survey data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Increase the students taking career survey, monitored APs of Instruction at each site and new Executive Director of College and Careers - Career Cruising site access for all students - CaliforniaColleges.edu site access students	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 5800: Other Services and Operating Expenses $69,000
5.3 Provide PD for teachers to collaborate both in the CTE area, and cross contents to infuse career readiness	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title II 1100: Teacher Salaries $16,000 3000: Benefits $4,000
		_ All	

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

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Increase the Technology access ratio by 2 % and decrease dropout rates by .1% and the Teacher to student number by 1 annually in an effort to increase engagement.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify CJUHSD 4- Improve Facilities, Grounds, and Technology

Identified Need :	Students need to be more engaged in learning, to enable them to attend more regularly, and decrease drop outs. Need: Dropout Rate -3.2%, Truancy Rate-47.7%, Student/tech ratio 2014 – 42% Teacher load ratio-171:1	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase engagement by: a. increase the student/tech ratio to 44% Local Metric: Student to computer ratio b. decrease the dropout rate to 3.1%, truancy rate to 47.6% State Metric: Dropout and Truancy Rates c. decrease the Teacher load size per teacher by 1 Local Metric: Teacher load ratio

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Provide chrome books to each site to improve technology ratio and improve student engagement - Chromebook purchase	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 4400: Inventory Items GASB 34 $280,757
6.2 Reduce Class size to increase engagement - Reduce the teacher caseload by one Districtwide	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Funding Source: LCFF 1100: Teacher Salaries $242,000 3000: Benefits $35,500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase engagement by: a. increase the student/tech ratio to 44% Local Metric: Student to computer ratio b. decrease the dropout rate to 3.1%, truancy rate to 47.6% State Metric: Dropout and Truancy Rates c. decrease the Teacher load size per teacher by 1 Local Metric: Teacher load ratio

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Provide chrome books to each site to improve technology ratio and improve student engagement - Chromebook purchase	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 4400: Inventory Items GASB 34 $280,757
6.2 Reduce Class size to increase engagement -Reduce the teacher caseload by one Districtwide	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $242,000 3000: Benefits $35,500

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Increase engagement by: a. increase the student/tech ratio to 44% Local Metric: Student to computer ratio b. decrease the dropout rate to 3.1%, truancy rate to 47.6% State Metric: Dropout and Truancy Rates c. decrease the Teacher load size per teacher by 1 Local Metric: Teacher load ratio

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide chrome books to each site to improve technology ratio and improve student engagement - Chromebook purchase	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 4400: Inventory Items GASB 34 $280,757
6.2 Reduce Class size to increase engagement -Reduce the teacher caseload by one Districtwide	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $242,000 3000: Benefits $35,500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	The District will provide interventions and increase counseling services in order to maximize the opportunities for all students to succeed and decrease Suspension, Expulsion, and Dropout Rates for overrepresented subgroups by .1% annually. Continue to ensure that school facilities be maintained in good repair.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify CJUHSD 2-Improve Achievement & 4-Improve Facilities, Grounds, and Technology

Identified Need :	Students need to receive appropriate services and intervention support, to enable them to be more engaged and reduce dropouts, discipline issues. Facilities need to be maintained to exemplary levels. Need: Suspension data: 2013 – 5.7%, 2014- 4.9% Expulsion data: 2013 - .5%, 2014 - .6% Dropout data:2013 - 9.6%, 2014 - 9.8% To continue to maintain or improve facilities to exemplary levels.	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students with a focus on LI, EL, and FY.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By receiving appropriate placement and intervention support through RtI, students rates will: a. decrease suspension and expulsion rates to 4.8% and .5% respectively. State Metric: Suspension/Expulsion Rate data b. decrease chronic absenteeism, truancy, and attendance rates to 29.56%, 47.6%, and 96.2%. State Metric: Truancy and attendance rate data, State Metric: chronic absenteeism data c. decrease dropout rate to 3.1%. State Metric: Dropout data Facilities maintained at exemplary levels to help keep students attending school. Local metric: Facilities Inspection Tool

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Provide new Woodcock Johnson testing materials to better assess students and provide appropriate placement - Testing materials District wide	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 4300: Instructional Supplies $65,000

7.2 Provide extended year/day intervention opportunities for all learners to maximize their chance to succeed - Summer School/Before and After School intensive interventions	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 2
7.3 Homeless support education to provide resources for SED and FY, including training for cultural and poverty awareness. - Homeless education support and training - Increased counseling services	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 2200: Classified Support Salary $49,315 2400: Clerical and Office Salary $37,896 3000: Benefits $48,000 4300: Instructional Supplies $11,665 5200: Travel and Conference $15,000 5700: Interprogram Services $1,000 5800: Other Services and Operating Expenses $87,000
7.4 Provide new Outreach staff member to focus on Foster Youth support, and to work with our SED populations - Foster Youth Outreach Support	LEA-wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 2200: Classified Support Salary $41,600 3000: Benefits $23,547
7.5 Site administrative support with APAs, focused intervention monitoring in the RtI process for at-risk students - APA salaries and benefits	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1300: Certificated Supervisor/Admin Salary $1,081,953 3000: Benefits $298,225
7.6 Continue support with 3 Psychotherapist and	LEA-wide	X All	Funding Source: Special Ed Mental Health

increase 2 additional MFT's for SpEd counseling services - 3 Psychotherapists - 10 MFT Counselors - Translation services for IEP's, transcripts - Interpreting services for IEP's		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2200: Classified Support Salary $593,183 3000: Benefits $260,210 Funding Source: LCFF 2200: Classified Support Salary $5,000 2400: Clerical and Office Salary $201 5800: Other Services and Operating Expenses $210,000
7.7 Continue counseling support plus an additional increase of one counselor - maintain counselor from 2014-15, add additional counselor this year	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1200: Certificated Pupil Support $199,374 3000: Benefits $73,834
7.8 Program Support services for all subgroup populations - Program support services administration support	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $5,250 1300: Certificated Supervisor/Admin Salary $33,407 2100: Instructional Aides Salaries $34,035 2400: Clerical and Office Salary $120,413 3000: Benefits $110,470 4200: Other Books $7,000 4300: Instructional Supplies $28,000 5600: Rent, Lease, and Repair $5,000 5900: Communications$5,000
7.9 Continue to maintain or improve facilities to exemplary levels. - Ongoing and Major Maintenance (RMA) - Deferred Maintenance	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 2200: Classified Support Salary $599,446 3000: Benefits $304,352 4300: Materials and Supplies $144,692 4400: Inventory Items GASB 34 $12,600 5200: Travel and Conference $630 5600: Rent, Lease, and Repairs $347,928 5700: Interprogram Services $(1,418) 5800: Other Services and Operating Expenses $12,201 5900: Communications$32 6500: Equipment Replacement $13,650 Funding Source: Ongoing and Major Maintenance Account 2200: Classified Support Salary $2,255,060

			3000: Benefits $1,144,942 4300: Materials and Supplies $544,317 4400: Inventory Items GASB 34 $47,400 5200: Travel and Conference $2,370 5600: Rent, Lease, and Repairs $1,308,872 5700: Interprogram Services $(5,333) 5800: Other Services and Operating Expenses $45,899 5900: Communications$119 6500: Equipment Replacement $51,350

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	By receiving appropriate placement and intervention support through RtI, students rates will: a. decrease suspension and expulsion rates to 4.8% and .5% respectively. State Metric: Suspension/Expulsion Rate data b. decrease chronic absenteeism, truancy, and attendance rates to 29.56%, 47.6%, and 96.2%. State Metric: Truancy and attendance rate data, State Metric: chronic absenteeism data c. decrease dropout rate to 3.1%. State Metric: Dropout data Facilities maintained at exemplary levels to help keep students attending school. Local metric: Facilities Inspection

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.2 Provide extended year/day intervention opportunities for all learners to maximize their chance to succeed - Summer School/Before and After School intensive interventions	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 2
7.3 Homeless support education to provide resources for SED and FY - Homeless education support and training - Increased counseling services	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 2200: Classified Support Salary $49,315 2400: Clerical and Office Salary $37,896 3000: Benefits $48,000 4300: Instructional Supplies $11,665 5200: Travel and Conference $15,000 5700: Interprogram Services $1,000 5800: Other Services and Operating Expenses $87,000
7.4 Continue Outreach staff member to focus on Foster Youth support, and to work with our SED populations	LEA-wide	_ All OR:	Funding Source: LCFF 2200: Classified Support Salary $41,600

- Foster Youth Outreach Support		X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000: Benefits $23,547
7.5 Site administrative support with APAs, focused intervention monitoring in the RtI process for at-risk students - APA salaries and benefits	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1300: Certificated Supervisor/Admin Salary $1,081,953 3000: Benefits $298,225
7.6 Continue support with 3 Psychotherapist for SpEd counseling services -2 Psychotherapists - MFT Counselors - Translation services for IEP's, transcripts - Interpreting services for IEP's	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Special Ed Mental Health 2200: Classified Support Salary $593,183 3000: Benefits $260,210 Funding Source: LCFF 2200: Classified Support Salary $5,000 2400: Clerical and Office Salary $201 5800: Other Services and Operating Expenses $210,000
7.7 Continue increased counseling support - maintain counselor from 2014-15 and 2015-16	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1200: Certificated Pupil Support $199,374 3000: Benefits $73,834
7.8 Program Support services for all subgroup populations - Program support services administration support	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Funding Source: LCFF 1100: Teacher Salaries $5,250 1300: Certificated Supervisor/Admin Salary $33,407 2100: Instructional Aides Salaries $34,035 2400: Clerical and Office Salary $120,413

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000: Benefits $110,470 4200: Other Books $7,000 4300: Instructional Supplies $28,000 5600: Rent, Lease, and Repair $5,000 5900: Communications$5,000
7.9 Continue to maintain or improve facilities to exemplary levels. - Ongoing and Major Maintenance (RMA) - Deferred Maintenance	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 2200: Classified Support Salary $599,446 3000: Benefits $304,352 4300: Materials and Supplies $144,692 4400: Inventory Items GASB 34 $12,600 5200: Travel and Conference $630 5600: Rent, Lease, and Repairs $347,928 5700: Interprogram Services $(1,418) 5800: Other Services and Operating Expenses $12,201 5900: Communications$32 6500: Equipment Replacement $13,650 Funding Source: Ongoing and Major Maintenance Account 2200: Classified Support Salary $2,255,060 3000: Benefits $1,144,942 4300: Materials and Supplies $544,317 4400: Inventory Items GASB 34 $47,400 5200: Travel and Conference $2,370 5600: Rent, Lease, and Repairs $1,308,872 5700: Interprogram Services $(5,333) 5800: Other Services and Operating Expenses $45,899 5900: Communications$119 6500: Equipment Replacement $51,350

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	By receiving appropriate placement and intervention support through RtI, students rates will: a. decrease suspension and expulsion rates to 4.8% and .5% respectively. State Metric: Suspension/Expulsion Rate data b. decrease chronic absenteeism, truancy, and attendance rates to 29.56%, 47.6%, and 96.2%. State Metric: Truancy and attendance rate data, State Metric: chronic absenteeism data c. decrease dropout rate to 3.1%. State Metric: Dropout data Facilities maintained at exemplary levels to help keep students attending school. Local metric: Facilities Inspection

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.2 Provide extended year/day intervention opportunities for all learners to maximize their chance to succeed - Summer School/Before and After School intensive interventions	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	See Goal 2

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.3 Homeless support education to provide resources for SED and FY - Homeless education support and training - Increased counseling services	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Title I 2200: Classified Support Salary $49,315 2400: Clerical and Office Salary $37,896 3000: Benefits $48,000 4300: Instructional Supplies $11,665 5200: Travel and Conference $15,000 5700: Interprogram Services $1,000 5800: Other Services and Operating Expenses $87,000
7.4 Continue Outreach staff member to focus on Foster Youth support, and to work with our SED populations - Foster Youth Outreach Support	LEA-wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 2200: Classified Support Salary $41,600 3000: Benefits $23,547
7.5 Site administrative support with APAs, focused intervention monitoring in the RtI process for at-risk students - APA salaries and benefits	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1300: Certificated Supervisor/Admin Salary $1,081,953 3000: Benefits $298,225
7.6 Continue support with 3 Psychotherapist for SpEd counseling services, add 2 MFT's -2 Psychotherapists - 10 MFT Counselors - Translation services for IEP's, transcripts - Interpreting services for IEP's	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Funding Source: Special Ed Mental Health 2200: Classified Support Salary $593,183 3000: Benefits $260,210 Funding Source: LCFF 2200: Classified Support Salary $5,000 2400: Clerical and Office Salary $201 5800: Other Services and Operating Expenses $210,000

		(Specify)	
7.7 Continue counseling support - maintain counselor from 2014-15 and 2015-16	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1200: Certificated Pupil Support $199,374 3000: Benefits $73,834
7.8 Program Support services for all subgroup populations - Program support services administration support	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 1100: Teacher Salaries $5,250 1300: Certificated Supervisor/Admin Salary $33,407 2100: Instructional Aides Salaries $34,035 2400: Clerical and Office Salary $120,413 3000: Benefits $110,470 4200: Other Books $7,000 4300: Instructional Supplies $28,000 5600: Rent, Lease, and Repair $5,000 5900: Communications$5,000
7.9 Continue to maintain or improve facilities to exemplary levels. - Ongoing and Major Maintenance (RMA) - Deferred Maintenance)	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 2200: Classified Support Salary $599,446 3000: Benefits $304,352 4300: Materials and Supplies $144,692 4400: Inventory Items GASB 34 $12,600 5200: Travel and Conference $630 5600: Rent, Lease, and Repairs $347,928 5700: Interprogram Services $(1,418) 5800: Other Services and Operating Expenses $12,201 5900: Communications$32 6500: Equipment Replacement $13,650 Funding Source: Ongoing and Major Maintenance Account 2200: Classified Support Salary $2,255,060 3000: Benefits $1,144,942 4300: Materials and Supplies $544,317 4400: Inventory Items GASB 34 $47,400 5200: Travel and Conference $2,370 5600: Rent, Lease, and Repairs $1,308,872 5700: Interprogram Services $(5,333) 5800: Other Services and Operating Expenses $45,899 5900: Communications$119

			6500: Equipment Replacement $51,350

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	Each site will increase the number of parents attending and/or serving on committees/meetings by 10% annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify CJUHSD 3-Provide Effective Communication and Strong Relationships with Stakeholders

Identified Need :	Students' families need to be engaged in their student's education. Need: # of parents who served on committees — Year 92 — 2013-14 159 — 2014-15	
Goal Applies to:	Schools: Districtwide	
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase parent involvement serving on committees by 10% Districtwide. Local Metric: Parent Committee Data from all ELAC, SSC, PTSA, and other site level meetings (sign-in sheets, committee rosters)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1 APA will work with parent groups to advertise, recruit, and encourage parents to join and participate in a variety of committees including SSC, ELAC, PTSA, Parent Forums, Coffee with the Principal and others -Salary costs for APA	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 7

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase parent involvement serving on committees by 10% Districtwide Local Metric: Parent Committee Data from all ELAC, SSC, PTSA, and other site level meetings (sign-in sheets, committee rosters)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1 APA will work with parent groups to advertise, recruit, and encourage parents to join and participate in a variety of committees including SSC, ELAC, PTSA, Parent Forums, Coffee with the Principal and others -Salary costs for APA	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 7
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase parent involvement serving on committees by 10% Districtwide Local Metric: Parent Committee Data from all ELAC, SSC, PTSA, and other site level meetings (sign-in sheets, committee rosters)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1 APA will work with parent groups to advertise, recruit, and encourage parents to join and participate in a variety of committees including SSC, ELAC, PTSA, Parent Forums, Coffee with the Principal and others -Salary costs for APA	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 7

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:	Provide advanced opportunities for parent training and leadership development.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify CJUHSD 3-Provide Effective Communication and Strong Relationships with Stakeholders

Identified Need :	Students need families who are educated and empowered to support student learning. Need: Parent feedback asked for more advanced trainings. Parents using Schoolloop to be more engaged in student learning. Schoolloop data: Year Registered Households 2014 82.9% 2015 78.7% Number of Parents who received training Year # of parents who received training 2014 850 2015 870	
	Schools:	Districtwide
	Applicable Pupil Subgroups:	All Students (focus on EL, SED, FY)

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase the number of parents attending advanced training like PIQE at all sites by 10% annually. Local Metric: Parent training logs (roster sign-in), Schoolloop data, LCAP survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9.1 Provide training opportunities at all sites - Parent training and support PIQE -operating expenditures	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 5900: Communications $96,000 Funding Source: Title I 4200: Other Books $182 4300: Instructional Supplies $3,500 5800: Other Services and Operating Expenses $71,769
9.2 School Loop website services for parents	LEA-wide	X All OR:	Funding Source: LCFF 5800: Other Services and Operating Expenses $132,130

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

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase the number of parents attending advanced training like PIQE at all sites by 10% annually. Local Metric: Parent training logs (roster sign-in), Schoolloop data, LCAP survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9.1 Provide training opportunities at all sites - Parent training and support - PIQE operating expenditures	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 5900: Communications $96,000 Funding Source: Title I 4200: Other Books $182 4300: Instructional Supplies $3,500 5800: Other Services and Operating Expenses $71,769
9.2 School Loop website services for parents		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 5800: Other Services and Operating Expenses $132,130

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase the number of parents attending advanced training like PIQE at all sites by 10% annually. Local Metric: Parent training logs (roster sign-in), Schoolloop data, LCAP survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9.1 Provide training opportunities at all sites	LEA-wide	X All	Funding Source: LCFF

- Parent training and support – PIQE - operating expenditures		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5900: Communications $96,000 Funding Source: Title I 4200: Other Books $182 4300: Instructional Supplies $3,500 5800: Other Services and Operating Expenses $71,769
9.2 School Loop website services for parents	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF 5800: Other Services and Operating Expenses $132,130

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:	Increase the number of parents who are taking CBET classes to learn English by 10% annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify CJUHSD 3-Provide Effective Communication and Strong Relationships with Stakeholders

Identified Need :	Students' families need to feel honored and empowered to support their students' success by enrolling English classes through our Adult School (CBET) program. Need: Year # of parents who took ELA classes 2013-14 11 2014-15 45	
Goal Applies to:	Schools:	Districtwide
	Applicable Pupil Subgroups:	All students with a focus on EL families

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase by 10% annually the number of parents enrolled in English classes through our CBET program. Local Metric: Adult School completion of ELA course for EL parents.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
10.1 The District will provide CBET classes for all interested parents - CBET courses, salaries and benefits	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Adult Ed 1100: Teacher Salaries $37,365 1300: Certificated Supervisor/Admin Salary $13,255 3000: Benefits $13,782 4300: Instructional Supplies $4,050 5700: Interprogram Services $1,500 5800: Other Services $1,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase by 10% annually the number of parents enrolled in English classes through our CBET program. Local Metric: Adult School completion of ELA course for EL parents		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
10.1 The District will provide CBET classes for all interested parents - CBET courses, salaries and benefits	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Adult Ed 1100: Teacher Salaries $37,365 1300: Certificated Supervisor/Admin Salary $13,255 3000: Benefits $13,782 4300: Instructional Supplies $4,050 5700: Interprogram Services $1,500 5800: Other Services $1,000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase by 10% annually the number of parents enrolled in English classes through our CBET program. Local Metric: Adult School completion of ELA course for EL parents		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
10.1 The District will provide CBET classes for all interested parents - CBET courses, salaries and benefits	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: Adult Ed 1100: Teacher Salaries $37,365 1300: Certificated Supervisor/Admin Salary $13,255 3000: Benefits $13,782 4300: Instructional Supplies $4,050 5700: Interprogram Services $1,500 5800: Other Services $1,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	The District will increase the graduation rate by .2% by 2016-2017. AVID programs will be added at 2 additional sites and we will increase the number of students taking career interest surveys by 20%.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction & 2-Improve Achievement
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed

Expected Annual Measurable Outcomes:	Increase graduation rate by 1%. Add AVID program to one site. Increase students taking career survey by 7%	Actual Annual Measurable Outcomes:	Grad Rate: 2013 86.2% 2014 85.7% Avid Sections: 13-14 – 43 14-15 – 58 The percent of students taking career survey increased from 11% to 22%.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1 Provide an appropriately rigorous pathway in core subjects to support student success in AP classes. Add additional AVID program.	AVID 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $45,000 new programs at 2 sites 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $20,330	Avid support staff Provided PD for teachers to infuse AVID strategies, increased the number of AVID sections by 15, trained counseling staff to ensure that all students had access to AVID courses and AP courses.	Funding Source: LCFF 1100 Teachers Salaries $32,245 2100 Instructional Aides Salary $5,760 2200 Classified Support Salary $2,575 3000 Benefits $9,245 4200 Other Books $9640 4300 Instructional Supplies $700 5200 Travel and Conference $567 5300 Dues and Memberships $4,230 5800 Other Services and Operating Expenses $525

Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 For EL, RFEP, FY, and SED students: Provide an appropriately rigorous pathway in core subjects to support student success in AP classes. Add additional AVID program.	AVID 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $173,705	Provided additional support (staffing, field trips, additional materials, and tutoring support) for EL, RFEP, FY and SED students. Increased the number of students in these programs Districtwide. Additional 2 new AVID programs added.	Funding Source: LCFF 1100 Teachers Salaries $12,797 2100 Instructional Aides Salary $83,780 3000 Benefits $4,366 5200 Travel and Conference $26,657 5300 Dues and Memberships$16,920 Funding Source: Title I 5200 Travel and Conference $18,743 5800 Other Services and Operating Expenses $1,040 Funding Source: Title II 5200 Travel and Conference $4,014 Funding Source: CommonCore 5200 Travel and Conference $13,424
Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	The LCAP Advisory committee decided to consolidate actions from Goals 1 and 7 into this year's Goal 1. The previous year's plan addressed goals that both fit into this one new goal. Actions and services will continue to support students in both AVID		

made as a result of reviewing past progress and/or changes to goals?	classes, as well as AP courses.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	The District will improve the A-G completion rate 5% by 2016-2017 (15 course sequence for UC/CSU qualification).	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD Goals 1-Improve Instruction & 2-Improve Achievement
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed

Expected Annual Measurable Outcomes:	Improve A to G Rate by 2%.	Actual Annual Measurable Outcomes:	2013 40.6% 2014 45.9% (Goal achieved in one year) 2015 Goal – 47.9%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Improve A to G completion rates by 5% in 2016-17.	Provide A to G recovery/ acceleration options $2,200 APEX $16,000 Follet Ed, online curriculum 5000-5999: Services And Other Operating Expenditures $22,000 DO Admin classified 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $128,000 Before/After School 1000-1999: Certificated Personnel Salaries $807,781 Gen Ed (1119: 1000/3000),	Provided software and staffing to support credit recovery and grade remediation offerings. (Anticipated growth of 3% for the 2014-15 year, grew 5.9%)	Funding Source: LCFF 1100 Teachers Salaries $1,392,697 3000 Benefits $157,692 4200 Other Books $2,253 5800 Other Services and Operating Expenses $60,000 Funding Source: Title I 5800 Other Services and Operating Expenses $15,313 Funding Source: Prop 20 5800 Other Services and Operating Expenses $38,194 Funding Source: Special Ed 1100 Teachers Salaries $223,000 2100 Instructional Aides Salary $124,000 3000 Benefits $49,740

	$342,302 – SpEd(5XXX: 1000/3000) Summer School 1000-1999: Certificated Personnel Salaries LCFF $129,757 SOS salaries 1000-1999: Certificated Personnel Salaries LCFF $1,420,795		4300 Instructional Supplies $1,000
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Improve A to G completion rates by 5% in 2016-17. Focus subgroups (EL, RFEP, SED, FY) will close the gap by 1% annually.	See 2.1 above	Provided additional grade remediation courses both before and after school, on Saturday, and during summer. Focused subgroups were placed in appropriate courses and monitored for successful completion.	
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	An error was made last year in the projection costs for SOS program, with the estimated actual cost being corrected from $1,420,795 to $345,192. An increase in funding from $807,781 to $1,141,118 took place in Before and After school funding to		

made as a result of reviewing past progress and/or changes to goals?	provide more opportunities for intervention support which provided a significant increase in credit recovery and grade remediation offerings.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Provide PD for all teachers to support the shifts in instruction necessary for the Common Core and NGSS. 50% of student work will demonstrate higher order thinking skills in core academic subjects by 2016- 2017		Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction & 2-Improve Achievement
Goal Applies to:	Schools: All Schools		
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed	
Expected Annual Measurable Outcomes:	Provide PD and coaching support for all CCSS ELA and math teachers for full implementation in those content areas	Actual Annual Measurable Outcomes:	PD was provided for CCSS ELA and Math teachers, full implementation year for both. Teachers finalized instructional coursework for ELA and Integrated Math courses.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
3.1 Provide teachers will PD to be able to present coursework to support shifts in instruction for CCSS. 50% of students will demonstrate higher order thinking skills in core academic subjects by 2016-17.	CCSS PD 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits CCSS $125,000	Provided PD for shifts to CCSS. Baseline year for students modeling higher order thinking skill in core subjects.	Funding Source: CommonCore 1100 Teachers Salaries $234,219 3000 Benefits $14,947 5200 Travel and Conference $70,460
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Provide CCSS materials to support	NGSS – Title II/CCSS 1000-1999:	Provided ELA materials and resources	Funding Source: Title II

CCSS implementation	Certificated Personnel Salaries 3000-3999: Employee Benefits Title II $63,000 0000: Unrestricted Instructional Materials for CCSS 4000-4999: Books And Supplies CCSS $1,867,321	to support CCSS in both ELA and math. Materials included units created by teachers that included copies for all teachers, and the initial purchase of new ELA instructional materials from HMH.	1100 Teachers Salaries $21,970 3000 Benefits $4,436 5200 Travel and Conference $47,960 5800 Other Services and Operating Expenses $13,137 Funding Source: CommonCore 4200 Other Books $1,556,986 4300 Instructional Supplies $5,209 4400 Inventory Items GASB 34 $85,964 5700 Interprogram Services $159,186 5800 Other Services and Operating Expenses $1,200
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LCAP Advisory committee decided to consolidate actions from Goals 3 and 6 into this year's Goal 3. The previous year's plan addressed goals that both fit into this one new goal. Goal 3 in 2015-16 LCAP will be rewritten to will provide instructional materials for students to support teacher PD in CCSS and NGSS. Goal 3 in 2015-16 LCAP will additionally include hiring 5 coaches, purchasing math and instructional materials. BTSA Support Providers to support new teachers from 1014-15 LCAP Goal 6 added to Goal 3.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	By 2016-2017, 88% of students will successfully complete courses required for graduation. Targeted subgroups will increase graduation and high school exit exam passage rates by 2%-5% annually until they reach 88%. Increase by 1.5% proficiency levels for EL students as measured by AMAO 1 and 2. At-risk students will be monitored by site RtI committees with oversight by APA's and Executive Director of Achievement.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction & 2-Improve Achievement

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed

Expected Annual Measurable Outcomes:	Establish RtI committee on each site led by new APA. Close gap for FY, EL, and SED and general students by 2%. Increase by .5% proficiency levels for EL students AMAO #1 – 62.4% #2 – 22.2 (<5 yrs) 53.4(>5 yrs)	Actual Annual Measurable Outcomes:	RtI committees were established on all sites (9), led by new APA Grad Rate 2013 86.2% 2014 85.7% 2015 Goal of 85.8% 2014 ELA – 86% Math – 89% AMAO #1 2014 61.6% AMAO # 2 2014 <5 yrs-20.7% >5 yrs-52.8%

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
4.1 Target subgroups and struggling learners receive focused invention support to increase graduation and A-	Exe Dir of Achievement – (see goal 4B), APA –(see goal 7B) 1000-1999: Certificated Personnel	Provided Exec Dir of Achievement for DO oversight, provided classified support including GED Renew	Funding Source: LCFF 1100 Teachers Salaries $58,000 1300 Certificated Supervisor/Admin

G rate, provide DO oversight of RtI programs at all sites.	Salaries GED Renew 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits $146,403	coordinator. Targeted EL, LI, and FY students along with others to provide additional support through RtI committees.	Salary $152,589 2200 Classified Support Salary $51,288 2400 Clerical and Office Salary $51,946 3000 Benefits $112,579 4200 Other Books $575 4300 Instructional Supplies $6,024 5200 Travel and Conference $300 5600 Rent, Lease, and Repair $165 5700 Interprogram Services $546
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Add 4 librarians at sites.	4 Librarians 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits $429,572	Added 4 librarians	Funding Source: LCFF 1200 Certificated Pupil Support $367,715 3000 Benefits $103,079
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Credit Recovery/Grade Remediation Support	salaries for Before/After School teachers 1000-1999: Certificated	Provided B/A School teachers to support struggling learners	Funding Source: LCFF 1100 Teachers Salaries $40,617

	Personnel Salaries 3000-3999: Employee Benefits LCFF $152,000		3000 Benefits $13,986
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.4 Target struggling EL, RFEP, SED, FY learners to receive focused intervention support to increase graduation and A to G rates Provide DO oversight of RtI programs at all sites. Monitor EL students to increase proficiency in ELA. Provide additional academic assessment and support for reclassified students who have not made adequate progress.	Exe Dir of Achievement Office 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits $268,547	Provided Exec Dir of Achievement for DO oversight, who provided support for all sights to address the needs of our RtI committees, work with EL students to increase proficiency (growth in AMAO 1 to 61,1%), and provide PD support for those teachers working with EL students.	See 4.1
Scope of Service: LEA-wide X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.5 Credit Recovery/Grade Remediation Support for EL, SED, and FY	See 4.1 above for funding	Developed an extensive intervention support system at each site to make sure all EL, LI, and FY students were	

		provided opportunities to recover or remediate grades.	
Scope of Service: Ontario HS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.6 Target struggling EL, RFEP, SED, and FY learners who need additional math support for Alg/Int I skill development	BLAST math program 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	Split cost with OMSD for BLAST math program. Struggling math students at OHS provided mentoring support for 6th grade students in order to improve math results for both the mentor and mentee.	Funding Source: LCFF 5800 Other Services and Operating Expenses $7,500
Scope of Service: Ontario HS _ All OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Ontario HS _ All OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LCAP Advisory committee decided to consolidate actions from Goals 2 and 4 into this year's Goal 2. The previous year's plan addressed goals that both fit into this one new goal. Stakeholders and the committee believed that each of the actions above fit into the actions described in the actions in Goal 1 for 2015-16.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	The number of formal Achievement Teams at each site will increase by one team each year.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction & 2-Improve Achievement
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed
Expected Annual Measurable Outcomes:	Pilot 4 Achievement Teams at each site.	Actual Annual Measurable Outcomes: AT Teams at each site: 4 teams at each site, additional team at 2 sites

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
5.1 The number of Achievement Teams will increase by one each year.	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures Title II $18,200	Added one Achievement Team at each site	Funding Source: Title I 1100 Teachers Salaries $20,800
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Focus collaboration for EL instruction	see 5.4	See 5.4	

Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.3 Reading Intervention Support	salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $193,652	Provided staffing at all schools for Read 180/Write programs at all school sites.	Funding Source: LCFF 1100 Teachers Salaries $162,470 3000 Benefits $55,959
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.4 Focus collaboration for EL instruction	hourly/sub cost 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits $75,000 Reading software, online access 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures $285,329 salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	PD/collaboration time for EL instruction including Read 180 software and libraries, increased sections, 24 teachers participated quarterly pullouts for Collaboration and training.	Funding Source: LCFF 1100 Teachers Salaries $3,000 3000 Benefits $341 Funding Source: Prop 20 5800 Other Services and Operating Expenses $122,129 Funding Source: Title I 1100 Teachers Salaries $345,551 3000 Benefits $65,763 4200 Other Books $25,000 4300 Instructional Supplies $25,000 5800 Other Services and Operating Expenses $172,871

	Supplemental $464,880		Funding Source: Title III 1100 Teachers Salaries $49,263 3000 Benefits $12,316
Scope of Service: LEA-wide _ All OR: _ Low Income pupils _X_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils _X_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.5 Reading Intervention Support for EL, FY, SED	See above (5.3 & 5.4)	PD/collaboration time for EL instruction including Read 180 software and libraries, increased sections, 24 teachers participated quarterly pullouts for Collaboration and training.	
Scope of Service: LEA-wide _ All OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to a reduction in the number of LCAP goals, this becomes Goal 4 for next year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Provide instructional coaches in a variety of areas to support and improve instruction for all teachers. We will increase by 10% each year the number of staff who collaborate with an instructional coach.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed
Expected Annual Measurable Outcomes:	Provide instructional coaches to support PD and improve instruction. 20% of staff will collaborate with an Instructional coach.	Actual Annual Measurable Outcomes: Collaboration baseline 2014, coaches worked with 50% teachers.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
6.1 Provide instructional coaches to support and improve instruction. Increase number of collaborating teachers with coaches by 10% annually.	new instructional coaches 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $341, 655 BTSA SP including new position 1000-1999: Certificated Personnel Salaries Title II 3000-3999: Employee Benefits LCFF $254, 727	Hired two new coaches, one new BTSA SP. Increased the number of teachers collaborating with coaches to 18%.	Funding Source: LCFF 1900 Other Certificated Salary $364,120 3000 Benefits $124,749
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LCAP Advisory committee decided to consolidate actions from Goals 3 and 6 into this year's Goal 3. The previous year's plan addressed goals that both fit into this one new goal. The new language in goal 3 for 2015-16 will address the need from stakeholder input requesting more coaching collaboration. That includes two new tech coaches, an EL coach, and continuing with 3 BTSA support providers.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Maximize the focus of collaboration to better support struggling learners. Student scores for all subgroups will increase by 1% on all State Assessments including CAHSEE and CAASPP beginning in 2016-17.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 2-Improve Achievement
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed

Expected Annual Measurable Outcomes:	Class of 2013 Cohort: 1% increase All: 86%E&M EL:40%E,53M, SED:81%E,82%M FY:46%E,63%M AA:83%E,81%M Latino:83%E, 83%M SPED: 51%E,53%M	Actual Annual Measurable Outcomes:	CAHSEE: ELA: 2013-14, update on 2014-15 All-86%, 88% EL-37%, 40% SED-81%, 83% FY-70%, 72% Lat-83%, SpEd- 42%, 46% Math: 2013-14, update on 2014-15 All-89%, 87% EL-59%, 52% SED-85%, 83% FY-60%, 75% Lat-87%, SpEd-47%, 43%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.1 Student scores for all subgroups will increase by 1% on all State Assessments including CAHSEE and CAASPP beginning in 2016-17.	See Goal 2(3A) SOS – LCFF CAHSEE intervention support 1000-1999: Certificated Personnel Salaries	Provided CAHSEE support staffing at all sites (see actual outcomes listed above) including teaching sections to provide additional support for students.	Funding Source: LCFF 1100 Teachers Salaries $529,771 1300 Certificated Supervisor/Admin Salary $20,453

Provide intervention support	3000-3999: Employee Benefits LCFF $728,480		2100 Instructional Aides Salary $40,427 2400 Clerical and Office Salary $38,072 3000 Benefits $227,484 4300 Instructional Supplies $35,000 5200 Travel and Conference $500
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.2 Provide targeted instruction for eligible immigrant students. Provide additional assessment and support for reclassified students who have not made adequate progress.	New Tiger Program 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits $146,000 intervention support materials 4000-4999: Books And Supplies LCFF $32,436	Staffing for New Tiger program which provided instruction for students who have lived in the country for less than one year. Staff used software products to identify students that are reading below grade level. Provided supplementary material to enable students to reach the reclassification criteria.	Funding Source: Title III Immigrant Ed 1100 Teachers Salaries $24,212 3000 Benefits $7,821 4300 Instructional Supplies $1,778 5700 Interprogram Services $522 Funding Source: Title I 1100 Teachers Salaries $53,732 2100 Instructional Aides Salary $41,556 3000 Benefits $48,252
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LCAP Advisory committee decided to consolidate actions from Goals 1 and 7 into this year's Goal 1. The previous year's plan addressed goals that both fit into this one new goal. Both these planned services and actions appear as 1.3 and 1.5 in this year's LCAP. The focus on CAHSEE is due to the fact that the State has delayed the implementation of CAASPP testing as a part of the state metric for achievement.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Reduce Class size to increase engagement. Increase the technology access ratio by 2%, to foster 21st Century Learning Skills. Increase attendance and decrease drop-out rate by 1%.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction, 2-Improve Achievement, 5 – Provide effective facilities, grounds, and technology
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed

Expected Annual Measurable Outcomes:	Increase the technology access ratio by 2%. Reduce class size by 1 student per teacher.	Actual Annual Measurable Outcomes:	Tech Rate: 2013 26% 2014 48% Class size: 2013 172:1 2014 171:1

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
8.1 Increase the ratio of computers to students to increase engagement, add needed software programs for focused support for EL, RFEP, SED, and FY.	CCSS technology 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures CCSS $1,820,000 Add 16 mobile computer labs, upgrade existing labs. 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Title I	provided increase technology for students in classroom with 16 new mobile carts and existing labs, including the technology to support software programs to support EL, RFEP, LI, and FY. Tech Rate: 2013 26% 2014 48%	Funding Source: CommonCore 4300 Instructional Supplies $857,070 4400 Inventory Items GASB 34 $39,817 5800 Other Services and Operating Expenses $120,261 Funding Source: Title I 4400 Inventory Items GASB 34 $247,785 5600 Rent, Lease, and Repair $6,696

	$193,645		5800 Other Services and Operating Expenses $5,480
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8.2 Reduce Class size to increase engagement	To reduce caseload by one student 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $300,000	Class size: 2013 172:1 2014 171:1	Funding Source: LCFF 1100 Teachers Salaries $260,869 3000 Benefits $39,131
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8.3 Increase attendance and decrease drop-out rate by 1%.	For funding see 8.1	Attendance rate increase from 96.9% in 2012-13 to 97.1% in 2013-14 and dropout rate decreased by .2% over the same time	
Scope of Service LEA-wide X All OR:		Scope of Service LEA wide X All OR:	

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to a reduction in the number of LCAP goals, this becomes Goal 6 for next year. 8.3 above is a metric used by our District to measure engagement. Students who are engaged in the lesson are more likely to attend school and less likely to drop out. That metric is in Goal 6, and funding to support that is provide in Goal 6 for technology to engage more students, and smaller class sizes to engage more students as well.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:	Decrease Suspension, Expulsion, and Dropout Rates for overrepresented subgroups. Increase counseling services (guidance, mental health, and foster youth) by 20% in 2016-17.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction, 2-Improve Achievement
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	Provide APA to oversee counseling services and assess needs to help decrease suspension, expulsion, and dropout rates.	Actual Annual Measurable Outcomes:	Added 1 new AP of Achievement to each site, and provided additional counseling support. Suspension rate decreased from 5.7% in 2013 to 4.9% in 2014. Expulsion rate increased from .5% in 2013 to .6% in 2014. Dropout rate increased from 9.6% in 2013 to 9.8% in 2014.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
9.1 Increase counseling services for all subgroups including training for cultural and poverty awareness for subgroups.	3 additional MFT counselors 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Mental Health Funds $377,111	added 2 MFT counselors	Funding Source: Mental Health 2200 Classified Support Salary $240,000 3000 Benefits $49,131 5200 Travel and Conference $100
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

9.2 Add 3 Psychotherapist for SpEd counseling services	3 Psychotherapist 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Mental Health Funds $336,500	Added 3 Psychotherapist	Funding Source: Mental Health 2200 Classified Support Staff $228,558 3000 Benefits $85,000
Scope of Service: LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
9.3 Homeless Support education to provide resources for low income students and foster youth	FY and SED student support 2000-2999: Classified Personnel Salaries Title I $162,660	provided staffing to support homeless education	Funding Source: Title I 2200 Classified Support Salary $58,608 2400 Other Books $27,526 3000 Benefits $48,554 4300 Instructional Supplies $3,832 5200 Travel and Conference $6,301 5700 Interprogram Services $37 5800 Other Services and Operating Services $25,624
Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

9.4 Increase counseling services for all subgroups with a focus on EL, RFEP, SED, FY. Provide APA to oversee and direct counseling services, and monitor the progress of redesignated students.	AP of Achievement at each site 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $1,234,900 additional counselor for increased support 1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits LCFF ?	hired 8 new APA's to oversee counseling support for all subgroups, added 1 comprehensive counselor to the District.	Funding Source: LCFF 1200 Certificated Pupil Support $161,907 1300 Certificated Supervisor/Admin Salary $1,090,840 3000 Benefits $319,407
Scope of Service: LEA-wide X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: __ Low Income pupils __ English Learners __ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to a reduction in the number of LCAP goals, this becomes Goal 7 for next year. Input from stakeholders as well as data sources indicated the need for increased services for 2015-16, so two additional MFT's will be added for next year and are reflected in Goal 7 of the LCAP.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:	Each site will increase the number of parents serving on committees.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 4-Provide Strong relationships with all stakeholders

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed

Expected Annual Measurable Outcomes:	Add an AP at each site to engage parents and increase involvement on committees	Actual Annual Measurable Outcomes:	Added APA at each site who worked with parents to increase # serving on committees Increase of 36%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
10.1 Increase the number of parents serving on committees by 20% in 2016-17	See Goal 9	APA's worked to increase parents serving on committees by 36%	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to a reduction in the number of LCAP goals, this becomes Goal 8 for next year.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 11 from prior year LCAP:	Provide advanced opportunities for parent training and leadership development	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 4-Provide Strong relationships with all stakeholders
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed
Expected Annual Measurable Outcomes:	District will provide opportunities for Training (PIQE, TLC, etc) at each site	
Actual Annual Measurable Outcomes:	Increase the number of parents in trainings Districtwide 2014-15, and provided 5 new trainings across the District, increased the number of parents receiving training by 20 parents.	

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
11.1 Advance Parent training opportunities	ongoing Support plus 4 additional PIQE programs 5000-5999: Services And Other Operating Expenditures $128, 000	Provided 5 new training opportunities for parents	Funding Source: LCFF 4300 Instructional Supplies $5,362 5700 Interprogram Services $185 5800 Other Services and Operating Expenses $12,515 Funding Source: Title I 2200 Classified Support Salary $2,918 3000 Benefits $297 4200 Other Books $200 4300 Instructional Supplies $25,403 5700 Interprogram Services $1,620 5800 Other Services and Operating Expenses $73,183 Funding Source: Title III 4300 Instructional Supplies $625 5800 Other Services and Operating Services $7,500

Scope of Service	LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to a reduction in the number of LCAP goals, this becomes Goal 9 for next year.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 12 from prior year LCAP:	The District will provide ELA classes for EL parents, and will increase the number of parents taking courses by 20%.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 4-Provide Strong relationships with all stakeholders
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	. All Students: EL, SED, FY Latino, African-American, Special Ed
Expected Annual Measurable Outcomes:	Provide ELA classes in CBET. Inform parents of opportunity	Actual Annual Measurable Outcomes: # of Adults in classes for ELA 2013: 11 2014: 14 2015: 45

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
12.1 Provide CBET classes for EL parents	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF $93,000	Provided 1 additional English class for parents who want to speak English and increased the parents taking classes. 2013: 11 2014: 14 2015: 45	Funding Source: CBET 1100 Teachers Salaries $49,889 1300 Certificated Supervisor/Admin Salary $13,255 2200 Classified Support Salary $3,454 3000 Benefits $14,249 4300 Instructional Supplies $5,500 5600 Rent, Lease, and Repair $2,000 5800 Other Services and Operating Expenses $1,600 7300 Indirect Costs $3,895
Scope of Service: LEA-wide _ All OR:		Scope of Service: LEA-wide _ All OR:	

_ Low Income pupils _X_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _X_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to a reduction in the number of LCAP goals, this becomes Goal 10 for next year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 13 from prior year LCAP:	The District will provide extended day/year interventions for all learners to maximize their opportunity to succeed.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : CJUHSD 1-Improve Instruction, 2-Improve Achievement
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups:	All Students: EL, SED, FY Latino, African-American, Special Ed

Expected Annual Measurable Outcomes:	Increase number of students in SOS (2%) and before/after school (5% on completion) rate	Actual Annual Measurable Outcomes:	SOS Attendance Rates: 2014 32,272 2015 36412 (11% growth) Before/after School Course completion # of students: 2014 -898 2015 – 1599 (44% growth)

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
13.1 The District will provide extended day/year interventions for all learners.	See Goal 2	Increased the number of opportunities for students to recover credit, get additional tutoring support, and increase achievement. Saturday school attendance grew by 11% and Before and After School Course completion grew by 44%.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LCAP Advisory committee decided to consolidate actions from Goals 2 and 13 into this year's Goal 2. The previous year's plan addressed goals that both fit into this one new goal.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$14,519,134

Chaffey Joint Union HS School District will receive $14,519,134 in Supplemental Local Control Funding Formula Funds beginning in 2015-16. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.
CJUHSD will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: ELD teachers at every site and an EL coach to support EL instruction districtwide, new instructional materials in ELA aligned to the new ELD standards, new instructional materials in mathematics, mental health support, site coordinators for family engagement, literacy and math coaches, Chromebooks in EL classrooms, technology coaches, and AVID at all of our high schools. The District also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, recruitment and retention of quality teachers, RtI administrative support and committees at each site, positive behavior support and restorative practices. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the schools as a whole but will also have a disproportionately positive impact on the targeted subgroups.

The District recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (fifty-six percent or more), there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, CJUHSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the CJUHSD Local Control and Accountability Plan and addresses the needs of our district's English learners, low Income students and foster youth.

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

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

7.37	%

In an effort to increase and improve services to Low Income, English Learners and Foster Youth, we have increased instructional support by 63% for intervention programs. We have increased our direct administrative support to monitor RtI programs by 22%, and we have increased technology for student use for Low Income and ELs by 16%, as well as increasing technology support staff by 50%. We have increased AVID support by 90% to improve achievement in the District. These increases and improvements will allow us to meet our 7.37% Minimum Proportionality Percentage for the 2015-16 school year.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Educational Program Terms

AP: (Advanced Placement) Courses offering college---level curriculum and examinations to high school students

APA: Assistant Principal of Achievement. Job duties focus on supporting student achievement, and identifying providing effective interventions for all students.

AVID: (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for "students in the middle".

CAASPPP: California Assessment for Student Progress and Performance. California's new statewide student assessment system; replaced STAR in January of 2014.

CCSS, Common Core: An education initiative detailing what K---12 students should know at the end of each grade (the Common Core State Standards).

CJUHSD: Chaffey Joint Union High School

CTE: (Career Technical Education) Education programs which are directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree.

EL: English Learners. Students who have not yet been reclassified whose primary language is not English.

ELA: English Language Arts classes

ELD: (English Language Development) Direct instruction for English Learners.

Exe. Dir of Achievement: Executive Director of Achievement, who works at a District level to support of student achievement activities at all sites.

FY: Foster Youth, students who receive foster youth services identified by the county office.

Instructional coaches: Collaborate with teachers to build fidelity with instructional concepts at school sites, and provide support to teachers in moving towards daily use of technology and new State Standards.

Literacy Coach: Provides English Language Arts support for teachers implementing the CCSS.

MFT: Marriage and Family Therapist who provide counseling services for students and families.

New Tiger Program: A program to support immigrant students who need compulsory education focusing on intensive English language instruction.

PD: Professional Development training for staff

Psycho-therapist: A mental health professional approved by the state to treat mental illness.

RFP: Redesignated Fluent English Proficient.

RtI: Response to Intervention. **RtI Coordinator**: Guides each school's RtI program which includes universal screening, diagnostics, interventions, and progress monitoring of students

SARB: School Attendance Review Board

LCFF and LCAP: Some Key Terms

ADA: Average Daily Attendance – *the average number of students actually attending classes for at least the minimum school day.*

API: Academic Performance Index – *a measurement of a school's academic performance and progress*.

BASE RATE: *state funding allocated to districts under LCFF tied to ADA in grade spans K---3, 4---6, 7---8, and 9---12*.

CATEGORICAL AID: *Funds from the state or federal government for specialized programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.*

CCSS: Common Core State Standards --- *an education initiative adopted by California and 44 States detailing what K---12 students should know at the end of each grade.*

CTE: Career Technical Education

SBCOE: San Bernardino County Office of Education

DELAC: District English Learner Advisory Committee

DISCRETIONARY: *refers to funds with some flexibility in use.*

EIA-Economic Impact Aid --- *State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.*

DELAC: District English Language Advisory Committee

FREE AND REDUCED LUNCH: *In California public schools, a family of four with income at or below $43,568 qualifies for reduced price meal, and under $30,615 for free meals. This guideline defines "low---income" (**LI)** for purposes of the LCFF.*

LCAP: Local Control and Accountability Plan--- *a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities*

LCFF: Local Control Funding Formula – *California's new school finance model for allocation of state funding to local school districts.*

LCAP Committee: Parent Advisory Committee (for LCFF/LCAP)

REVENUE LIMIT: *Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.*

SUBGROUPS: *The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.*

SUPPLEMENTAL FUNDING: *Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate, The count must be "unduplicated", meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.*

WILLIAMS REQUIREMENTS/BASIC SERVICES – *California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.*