Introduction:

LEA: Trona Joint Unified **Contact (Name, Title, Email, Phone Number): David Olney, Superintendent, dolney@tjusd.net, (760) 372-2861**

LCAP Year: 2015-16

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
Trona Joint Unified School District is a small, rural district in the northern desert region of San Bernardino County. With approximately 260 students K-12, there are two comprehensive schools: Trona Elementary, serving pre-K to grade 6, and Trona High, serving grades 7-12. With the small population and the schools situated adjacent to each other and the district office, Trona JUSD has been granted a waiver to establish a single school site council, comprised of representatives from both schools, that also serves as the parent advisory committee (PAC). In December, 2012, a community forum was held to gather input from members of the community to identify the strengths and areas of growth. All members of the community were invited to participate. The topics addressed clearly align with the *eight state priorities*. In the Spring of 2013, the district embarked on a strategic planning process that brought parents, local industry representatives, students, and all staff together to identify key objectives and outcomes resulting in district adopted goals and the development of action plans to meet the goals. A second community forum was held in February of 2014 that introduced the district goals and surveyed the community in current district efforts in meeting the *eight state priorities*, as well as identifying needed areas of growth. This series of information gathering, along with district-wide staff meetings and school site council meetings, has resulted in alignment efforts culminating in this Local Control Accountability Plan to effectively meet the state priorities. In the Trona Joint Unified School District, approximately 73% of the student population has been identified as coming from low-income families. At the	Engagement with all stakeholders, as described in the adjacent *Involvement* Process, has been on-going in the Trona Joint Unified School District. Parents of students at both the elementary and high school, as well as community members from local industry, have continuously been involved in opportunities to inform and advise district operations in the development of this Local Control Accountability Plan through community forums, strategic planning, School Site Council, and district surveys. Parents and Community Members have identified the following as strengths in the district: • Small class sizes and personalized education • Use of technology, particularly with the Infinite Campus student information system • Students providing community service Parents and Community Members have identified the following areas of need for the district: • Further implementation of technology and the development of technology skills for the students • Communication from the district about

Initial assessment workshop identifying strengths and areas of need in the district in the following categories:
Academic Programs (priorities 1,2, 4, 7, 8)
Parent Support (priorities 3, 5, 6)
Communication (priorities 1, 2, 3, 4, 5, 6, 7, 8)
Volunteers and Participation (priorities 3,6)
Learning at Home (priorities 3, 6,7)
Decision-making and Advocacy (priorities 3,6,8)
Connecting (priorities 3,6)
Relationship Building (priorities 3,6)

present time, there are only two English language learners, and six redesignated fluent English pupils, and no foster youth. With 73% of the students identified as low-income, services to address that targeted population are also available to all students as needed, providing needed support for students in this remote location. While English language learners are not a "significant subgroup," all certificated staff have English learner authorization, materials will continue to be available to serve English language learners, and updated training to contextualize lessons will continue to be offered. Services to promote literacy, college and career readiness, and socio-developmental support for our targeted students will also be applicable to serve any foster children that may enroll in our schools in the future.

Community Forum – Dec. 2012

- Parents
- Students
- Community Members

events

- Materials for at-home learning
- The need for more parents to be involved and the need for the district to welcome parent involvement
- The development of an AVID program
- Updating and modernizing facilities, including the science facilities
- The need for college readiness to prepare students for the jobs in the region requiring degrees
- Developing students' life skills
- Expanded elective offerings at the high school
- Greater student recognition

Students, from both the elementary and secondary level, have been involved in the strategic planning process, a high school student representative serves on the school site council, and students have taken surveys to provide valuable input into district strengths and needs.

Elementary and high school students have identified the following strengths in the district:

Strategic Planning: 2013-14
• Classified staff
• K-12 Certificated staff
• Management
• Students
• Parents
  ○ General Education
  ○ Special Education
  ○ Low SES
• Community Members
  ○ Local Industry
 	
Community Forum – Feb. 2014
• Parents
• Students
• Community Members
	Seven district objectives developed:
	1) Maintain a clear focus on student achievement through powerful instructional practices.
	2) Ensure comprehensive accountability and remain responsive to student needs.
	3) Ensure the long-term fiscal integrity of the district.
	4) Maintain and improve facilities.
	5) Establish effective two-way communication throughout the school community.
	6) Promote parent and community involvement in the schools, as well as school involvement in the community.
	7) Develop leadership capacity throughout the district to further the mission of educating and empowering all students to be successful in college, career, and community in the 21st Century.

	• Safety • College awareness • Teachers care about their students • There has been an increase in technology Elementary and high school students have identified the following areas of need for the district: • Updating and modernizing facilities and technology • More elective offerings • More field trips • School pride Staff members have been involved in a number of activities to advise the district. All staff, certificated, classified, and management, was afforded the opportunity to be involved in the strategic planning process. As Trona JUSD is so small, all elementary and high school teachers meet regularly to provide input and plan. Both elementary and high school teachers sit on the school site council. High school teachers are also currently all involved in the WASC accreditation process. Staff has identified the following strengths in the district:

Parent Surveys	[illegible]	• Staff cares about the students • Staff works together collaboratively • Improvement in technology • Improvement in communication – voices are heard
Student Surveys		Staff has identified the following areas of need in the district: • Implementation of the Common Core State Standards • Updating and improving instructional materials • Modernizing facilities and technology • Improved assessments with timely feedback • Development of critical thinking and problem-solving skills • Improved student recognition
Staff Surveys		
Staff Meetings		

SSC/PAC meetings in the 2013-14 school year included presentations on the LCFF and the LCAP. In May 2014, the SSC reviewed the draft LCAP, discussing services provided to all students and "targeted students."

Formal adoption of district goals. Presentations on student data, district programs and services, LCFF, LCAP, and final adoption of the LCAP and district budget.

School Site Council/Parent Advisory Committee • Administration/Principals • K-12 Certificated Staff • Classified Staff • K-12 Parents • High School Student Board Meetings • Governing Board • Management • Public at large	The common and recurring themes from all stakeholders (parents, community members, K-12 staff, management (including principals), and board members) are listed below and integrated into the goals and actions in this document: • Appropriate implementation of the Common Core State Standards • Adequate and appropriate instructional materials • Technology and the development of 21st Century skills • Communication among all stakeholders • Improved assessments with timely feedback • Parent support and parent involvement • Life skills • Active Learning • Critical thinking and problem-solving • College and Career Readiness • AVID Implementation • Updating science classes and labs

	• Professional collaboration • Expanded after-school tutoring • Student recognition • Expanded elective offerings • Modernizing facilities • Modernized heating and cooling
Annual Update: During the 2014-15 school year, the Trona Joint Unified School District has continued to involve stakeholders in its implementation and assessment of its Local Control and Accountability Plan (LCAP). The School Site Council/Parent Advisory Committee, that meets quarterly, engaged principals, certificated and classified staff, all required parent representatives, and a student representative in October, reviewing the LCAP and its actions to date with follow-ups in January, March, and May. The certificated staff, in its weekly meetings and three full staff development days, continues to examine the goals, and the accompanying actions and services. In February of 2015, the K-12 staff gathered and analyzed the *eight state priorities*, and identified proposed local metrics to assess the effectiveness of the services provided. The Superintendent, or a representative, attends the community luncheon/meeting on the fourth Wednesday of every month. At this meeting he gives an update on the actions and services provided by the district with an opportunity for the community to ask questions and give feedback. Every board meeting includes a superintendent update on progress being made throughout the district, with specific LCAP goals addressed. A community forum is scheduled for Spring 2015 to provide another opportunity for all in the community to provide input into the assessment of the LCAP goals, actions and services and suggested revisions.	**Annual Update:**

School Site Council/ Parent Advisory Committee • Administration/Principals • K-12 Certificated Staff • Classified Staff • K-12 Parents • High School Student	SSC/PAC meetings in the 2014-15 school year included presentations on the LCAP, along with discussions surrounding accomplishments and areas of growth. These goals were also aligned with the Single Plans for Student Achievement (SPSA) for each of the schools. The October 2014 meeting reviewed the approved LCAP and informed the group of progress already achieved. During the January 2015 and March 2015 meetings, the superintendent presented Powerpoint presentations and handouts reviewing accomplishments and progress. He also led the group in an analysis of current needs and necessary changes. The May 2015 meeting reviewed the draft 2015-16 LCAP, including progress made in the current year and changes in actions/services.	The School Site Council/Parent Advisory Committee acknowledged much of the growth made in the current LCAP. Improvements in developing an academic, college-going culture, implementing the Common Core State Standards, integrating AVID district-wide, and enhancing technology have been noted. The School Site Council/Parent Advisory Committee has identified the following areas of need in the district: • Expanding elective and ROP offerings for students • Providing greater support in the area of technology • Continued development of social-emotional needs Certificated staff, in a number of venues, have been engaged in and provided input to the LCAP process. During the 2014-15 school year, Trona High School has been involved in the WASC self-study process. The WASC process has largely aligned to the District's efforts in the development of the LCAP providing coherence among high school and district improvement efforts, The elementary school meets regularly and discusses student achievement data and school improvement efforts. With the high school staff engaged in the WASC process, there have not been as many K-12 staff meeting as the previous two years, however the entire teaching staff has met a few times this year to examine strategic planning goals, state priorities, and the district LCAP.

Staff Meetings • All certificated staff	Staff meetings have been held weekly for high school staff and elementary staff separately and together. The high school has focused primarily on the WASC self-study, with goals that are not only aligned to the current LCAP, but also provide direction for the 2015-16 LCAP. K-12 certificated staff has continued to analyze data and develop teaching and learning goals (priorities 4, 8), analyze the Common Core State Standards implementation, and identify appropriate resources (priorities 1, 2, 7). The most recent staff meetings have focused on identifying metrics to measure progress toward the LCAP goals.	Certificated staff has acknowledged many areas of growth: • Parent Project programs • Student Assistance Programs • District Wireless • Technology Improvements • AVID and AVID Strategies • College and Career Awareness • Development of Performance Tasks • Increased Rigor and Critical Thinking The Certificated Staff has identified the following areas of need in the district: • Common Core materials, particularly in ELA • Assess new math adoption and provide math support and resources • "Real-world" project-based learning • Hands-on experiences • Continued refinement of performance standards • Continued focus on problem-solving • Refinement of local assessments • Refine graduation requirements aligned to CCSS • 1:1 technology • Technology staff development • Technology grade span benchmarks • Improve teacher recruitment/retention • Modernization of high school classrooms • Improved heating and cooling of classrooms

	Monthly meetings that allow community groups to present on topics pertinent to the community. The district has presented on many facets of the LCAP covering all goals, including college and career readiness, support programs, parent programs, and facility planning and modernization.	
Community Luncheon • Community Members • Business Leaders		The community representatives have responded very positively to the changes they have witnessed in the school district. They have identified the facility improvements, school college and career culture, and parent programs among the strengths. Areas of need have primarily focused upon providing greater course offerings and opportunities for our students in this remote location.

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).

Actions/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. All students will be prepared for success in college and career.**	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	All students must succeed in the most rigorous curriculum and be prepared for post-secondary opportunities.	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Required State Metric: Rate of teacher misassignment: 100% of teachers will be appropriately assigned (with NSS exception) Required State Metric: Standards-aligned instructional materials: 100% of students will have state adopted text Required State Metric: Implementation of State Standards: 100% of teachers teaching math will participate in CCSS math staff development and collaboration 100% of teachers will participate in CCSS ELA and Literacy staff development and collaboration 100% of teachers will have implemented AVID strategies (WICOR) in their classes 100% of High School ELA and Math curriculum maps will be aligned to the CCSS 100% of core academic teachers will have implemented quarterly performance tasks aligned to the CCSS in their classes 100% of High School Science Teachers and 25% of Elementary teachers will participate in NGSS staff	

development and develop an implementation plan for the NGSS
Staff will develop technology benchmarks for grades 3,6,8, and 12

Require State Metric: Course Access:
50% of juniors and seniors will participate in ROP/CTE career pathway classes
15% of high school students will be enrolled in an AP class or in advanced coursework
100% of students taking an AP course will take the AP exam

Required State Metric: Pupil Achievement:
Baseline ELA standardized test scores from the SBAC will be established
Baseline Math standardized test scores from the SBAC will be established
Share of students that are college and career ready:
50% of high school students will be on track to fulfill UC/CSU requirements (A-G)
30% of high school seniors will complete the A-G requirements
50% of high school seniors will meet EAP requirements
80% of sophomores will pass the ELA CAHSEE
80% of sophomores will pass the Math CAHSEE
100% of students will pass the ELA CAHSEE within three years
100% of students will pass the Math CAHSEE within three years
90% of high school CTE/ROP students will successfully “complete” CTE course requirements
50% of seniors will take the SAT
EL reclassification rate of EL students increasing one level per year as determined by CELDT

Required State Metric: Other Pupil Outcomes:
100% of students will score a “3” or better using local writing rubrics on their performance task writing portion
100% of students will be reading at grade level by grade 3
100% of students in grades 4-12 will meet their individual reading comprehension target
100% of students in grades K-12 will meet their individual math target
There will be an increase of grades of “C” or better in core academic classes.
Student college and career awareness will be measured by survey

	Required State Metric: Parental involvement 90% of DAG/SSC meetings will have all parent members in attendance		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the development and refinement of curriculum maps aligned to the Common Core State Standards	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $1,500 1100-3000 Title II
Develop an implementation plan for the Next Generation Science	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $500 1100-3000 Title II
Develop and implement a clearly delineated process for continuous review of data, including but not limited by revised benchmarks, performance tasks and Smarter Balanced assessments, that will drive curriculum and instruction.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $1,500 1100-3000 Title II

Develop a K-12 master plan to prepare students for higher levels of mathematics.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $1,500 1100-3000 Title II
The District will contract with AVID to continue providing AVID services and support for rigorous instruction and college/career readiness.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Contract $7,000 5810 Title I
Provide a relocation bonus to new teachers and seek additional incentives tied to recruiting and retaining teachers	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Relocation Bonus $10,000 1100-3000 Title II Additional Incentives for recruiting and retaining highly qualified teachers $8,000 1100-3000 Title II
The District will attend job fairs to recruit highly	ALL	_x_ALL	Job Fair

qualified teachers.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Registration, travel and lodging $2,000 5200 Title II
Provide supplementary resources and materials to support the Common Core State Standards	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Common Core Resources and Materials $25,000 4300 One-Time Royalties
Prepare for the adoption of the English Language Arts textbook adoption	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ELA Textbooks $50,000 4100 Lottery
Provide resources for the implementation of the Next Generation Science Standards	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Science Resources $25,000 4300 One-Time Royalties
Update the school libraries with current resources to support the Common Core State Standards	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Library Resources and Materials $10,000

			4200 One-Time Royalties
Refine/develop career pathways to enhance Career Technical Education	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Substitute for teacher release time or over-contract pay $1,000 1100-3000 Title II
Provide CTE/ROP classes aligned to the CTE/ROP Plan	Grades 9-12	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher Salaries and Benefits $18,900 1100 $16,200 2100 $2,000 3300 Instructional Materials 4300 $10,000 Equipment $25,000 4400 County Contribution/

			LCFF CTE/ One-Time Royalties
The District will develop technology benchmarks based on the ISTE standards.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $500 1100-3000 Title II
The district will expand its 1:1 device initiative.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1:1 Devices $50,000 4400 One-Time Royalties
The district will provide classrooms with interactive software to provide a more engaging 21st Century learning environment.		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Interactive Instructional Software $5,000 4300 Lottery
The district will provide technology subscription services for the purposes of communication and resource organization.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Subscriptions $10,000 4300 Lottery
The high school science teacher and two elementary teacher representatives will attend the National Science Teacher Association annual conference in preparation for implementation of	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	NSTA Conference Registration, travel and

the Next Generation Science Standards.		__Other Subgroups:(Specify)_____	lodging $5,000 5200 Title I
Teachers, including CTE teachers, administrators, and paraprofessionals will attend AVID trainings, institutes, and/or workshops to promote rigorous instruction across the curriculum.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Conference Registration, Travel, Lodging $25,000 5200 Title I
Veteran teachers will be given release time to provide support to new teachers.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Substitute teacher costs $500 1100-3000 Title II
District teachers will continue to attend technology workshops, conferences, and symposiums to provide support and guidance in enhancing instruction with technology.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Tech Conference registration, lodging, travel $4,000 5200 Title II
Teachers will receive training in effective vocabulary instruction.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Academic Vocabulary Instructional Materials $500 4300

			Title II
Lead teachers will receive training in Professional Learning Communities.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PLC Conference registration, lodging, travel $5,000 5200 One-Time Royalties
The District will establish a certificated leadership team to provide support to new teachers, lead staff development efforts, and assist in the development and implementation of District plans.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Stipend $12,000 1100-3000 One-Time Royalties
District leadership will attend leadership retreats/meetings to align efforts with the district strategic plan and LCAP, as well as refine leadership skills.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Training, Travel, Lodging 5200 $2,000 One-Time Royalties Leadership materials $500 4300 One-Time Royalties
District leadership will attend leadership	ALL	_x_ALL	CSBA

conferences to build strong leadership and remain current on public education issues.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Registration, Lodging, Travel 5200 $7,000 One-Time Royalties Leadership Training, conferences and/or symposium $10,000 5200 One-Time Royalties
The Governing Board will have consulting services provided as necessary.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	County Consulting $4,500 5800 One-Time Royalties
Parents and community members will continue to be involved in the decision-making process to develop strong programs that meet the needs of the community.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SSC Refreshments $500 4300 Title I

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Required State Metric: Rate of teacher misassignment: 100% of teachers will be appropriately assigned (with NSS exception) Required State Metric: Standards-aligned instructional materials:

100% of students will have state adopted text

Required State Metric: Implementation of State Standards:
100% of teachers teaching math will participate in CCSS math staff development and collaboration
100% of teachers will participate in CCSS ELA and Literacy staff development and collaboration
100% of teachers will have implemented AVID strategies (WICOR) in their classes
100% of High School ELA and Math curriculum maps will be aligned to the CCSS
100% of core academic teachers will have implemented quarterly performance tasks aligned to the CCSS in their classes
100% of teachers of science will participate in NGSS staff development

Require State Metric: Course Access:
50% of juniors and seniors will participate in ROP/CTE career pathway classes
20% of high school students will be enrolled in an AP class or in advanced coursework
100% of students taking an AP course will take the AP exam

Required State Metric: Pupil Achievement:
Goals for ELA standardized test scores will be established
Goals for Math standardized test scores will be established
Share of students that are college and career ready:
70% of high school students will be on track to fulfill UC/CSU requirements (A-G)
50% of high school seniors will complete the A-G requirements
50% of high school seniors will meet EAP requirements
80% of sophomores will pass the ELA CAHSEE
80% of sophomores will pass the Math CAHSEE
100% of students will pass the ELA CAHSEE within three years
100% of students will pass the Math CAHSEE within three years
90% of high school CTE/ROP students will successfully “complete” CTE course requirements
50% of seniors will take the SAT
EL reclassification rate of EL students increasing one level per year as determined by CELDT

Required State Metric: Other Pupil Outcomes:
100% of students will score a “3” or better using local writing rubrics on their performance task writing

	portion 100% of students will be reading at grade level by grade 3 100% of students in grades 4-12 will meet their individual reading comprehension target 100% of students in grades K-12 will meet their individual math target Staff will establish baseline technology benchmark scores for grades 3,6,8, and 12 There will be an increase of grades of "C" or better in core academic classes. Student college and career awareness will increase as measured by survey Required State Metric: Parental involvement: 90% of DAG/SSC meetings will have all parent members in attendance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess and refine Common Core curriculum maps.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Implement Next Generation Science Standards per implementation plan. Develop curriculum maps aligned to the NGSS.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $1,500 1100-3000 Title II
Assess and revise formative assessment	ALL	_x_ALL	No Cost

practices.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Assess and revise Mathematics master plan.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $500 1100-3000 Title II
The District will contract with AVID to continue providing AVID services and support for rigorous instruction and college/career readiness.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Contract 5810 $7,500 Title I
Provide a relocation bonus to new teachers and seek additional incentives tied to recruiting and retaining teachers.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Relocation Bonus $10,000 1100-3000 Title II Additional Incentives $10,000 1100-3000 Title II

The District will attend job fairs to recruit highly qualified teachers.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Registration, Travel, and Lodging $2,000 5200 Title II
Provide supplementary resources and materials to support the Common Core State Standards	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Resources and Materials $10,000 4300 One-Time Royalties
Prepare for additional textbook adoptions, including digital options.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Textbooks 4100 $50,000 One-time Royalties
Update school libraries as necessary to support the CCSS.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Library Resources and Materials. 4200 $5,000 One-Time Royalties
Expand ROP/CTE classes and pathways aligned to the CTE/ROP plan.	Grades 9-12	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher Salaries and Benefits $18,900 1100

			$16,200 2100 $2,000 3300 Instructional Materials 4300 $10,000 Equipment $25,000 4400 County Contribution/ LCFF CTE Add-On/One-Time Royalties
The District will maintain and, as necessary, expand 1:1 devices.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1:1 Devices $25,000 4400 One-Time Royalties
The district will provide classrooms with interactive software to provide a more engaging 21st Century learning environment.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Interactive Software $5,000 4300 Lottery
The district will provide technology subscription	ALL	_x_ALL	Subscription

services for the purposes of communication and resource organization.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	s $10,000 4300 Lottery
Staff will attend the National Science Teacher Association annual conference in preparation for implementation of the Next Generation Science Standards.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NSTA Conference Registration, travel and lodging $7,500 5200 Title I
Teachers, including CTE teachers, administrators, and any new paraprofessionals will attend AVID trainings, institutes, and/or workshops to promote rigorous instruction across the curriculum.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Conference Registration, Travel, Lodging $25,000 5200 Title I
Veteran teachers will be given release time to provide support to new teachers.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Substitute teacher costs $500 1100-3000 Title II
District teachers will continue to attend technology workshops, conferences, and symposiums to provide support and guidance in enhancing instruction with technology.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology Conference registration, lodging, travel $4,000

			5200 Title II
Teachers across the curriculum will receive training in effective writing strategies.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant/ trainer cost $2,500 5800 Title II Instructional Materials $2,000 4300 Title II
Teachers will receive training in Professional Learning Communities as a process to strategically analyze student data to drive instruction.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant/ trainer cost $2,500 5800 Title II Instructional Materials $2,000 4300 Title II
A certificated leadership team will provide support to new teachers, lead staff development efforts, and assist in the development and implementation of District plans.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Stipend $12,000 1100-3000 One-Time Royalties
District leadership will attend leadership retreats/meetings to align efforts with the district strategic plan and LCAP, as well as refine leadership skills.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Training, Travel, Lodging 5200

		__Other Subgroups:(Specify)_____	$2,000 One-Time Royalties
District leadership will attend leadership conferences to build strong leadership and remain current on public education issues.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CSBA Registration, Lodging, Travel 5200 $7,000 One-Time Royalties Leadership Training, conferences and/or symposium $10,000 5200 One-Time Royalties
The Governing Board will have consulting services provided as necessary.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	County Consulting $4,500 5800 One-Time Royalties
Parents and community members will continue to be involved in the decision-making process to develop strong programs that meet the needs of the community.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Refreshment s $500 4300 Title I

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Required State Metric: Rate of teacher misassignment: 100% of teachers will be appropriately assigned (with NSS exception) Required State Metric: Standards-aligned instructional materials: 100% of students will have state adopted text Required State Metric: Implementation of State Standards: 100% of teachers teaching math will participate in CCSS math staff development and collaboration 100% of teachers will participate in CCSS ELA and Literacy staff development and collaboration 100% of teachers will have implemented AVID strategies (WICOR) in their classes 100% of High School ELA and Math curriculum maps will be aligned to the CCSS 100% of core academic teachers will have implemented quarterly performance tasks aligned to the CCSS in their classes 100% of teachers of science will participate in NGSS staff development 100% of teachers will participate in PLC staff development and collaboration Require State Metric: Course Access: 50% of juniors and seniors will participate in ROP/CTE career pathway classes 20% of high school students will be enrolled in an AP class or in advanced coursework 100% of students taking an AP course will take the AP exam Required State Metric: Pupil Achievement: Goals for ELA standardized test scores will be established Goals for Math standardized test scores will be established Share of students that are college and career ready: 80% of high school students will be on track to fulfill UC/CSU requirements (A-G) 60% of high school seniors will complete the A-G requirements 50% of high school seniors will meet EAP requirements 80% of sophomores will pass the ELA CAHSEE 80% of sophomores will pass the Math CAHSEE 100% of students will pass the ELA CAHSEE within three years 100% of students will pass the Math CAHSEE within three years

	90% of high school CTE/ROP students will successfully “complete” CTE course requirements 50% of seniors will take the SAT EL reclassification rate of EL students increasing one level per year as determined by CELDT Required State Metric: Other Pupil Outcomes: 100% of students will score a “3” or better using local writing rubrics on their performance task writing portion 100% of students will be reading at grade level by grade 3 100% of students in grades 4-12 will meet their individual reading comprehension target 100% of students in grades K-12 will meet their individual math target Staff will establish baseline technology benchmark scores for grades 3,6,8, and 12 There will be an increase of grades of “C” or better in core academic classes. Student college and career awareness will increase as measured by survey Required State Metric: Parental involvement: 90% of DAG/SSC meetings will have all parent members in attendance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess and refine Common Core curriculum maps.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Implement Next Generation Science Standards per implementation plan. Develop curriculum maps aligned to the NGSS.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $1,500 1100-3000 Title II

Assess and revise formative assessment practices.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Assess and revise Mathematics master plan.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Substitute for teacher release time or over-contract pay $500 1100-3000 Title II
The District will contract with AVID to continue providing AVID services and support for rigorous instruction and college/career readiness.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Contract 5810 $8,000 Title I
Provide a relocation bonus to new teachers and seek additional incentives tied to recruiting and retaining teachers.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Relocation Bonus $10,000 1100-3000 Title II Additional Incentives $10,000 1100-3000

			Title II
The District will attend job fairs to recruit highly qualified teachers.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Job Fair Registration, Travel, and Lodging $2,000 5200 Title II
Provide supplementary resources and materials to support the Common Core State Standards	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resources and Materials $10,000 4300 One-Time Royalties
Prepare for additional textbook adoptions, including digital options.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Textbooks 4100 $50,000 One-time Royalties
Update school libraries as necessary to support the CCSS.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Library Resources and Materials. 4200 $5,000 One-Time Royalties
Expand ROP/CTE classes and pathways aligned	Grades	_x_ALL	Teacher

to the CTE/ROP plan.	9-12	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salaries and Benefits $18,900 1100 $16,200 2100 $2,000 3300 Instructional Materials 4300 $10,000 Equipment $25,000 4400 County Contribution/ LCFF CTE Add-On/One-Time Royalties
The District will maintain and, as necessary, expand 1:1 devices.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1:1 Devices $25,000 4400 One-Time Royalties
The district will provide classrooms with interactive	ALL	_x_ALL	Interactive

software to provide a more engaging 21st Century learning environment.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Software $5,000 4300 Lottery
The district will provide technology subscription services for the purposes of communication and resource organization.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Subscriptions $10,000 4300 Lottery
Staff will attend the National Science Teacher Association annual conference in preparation for implementation of the Next Generation Science Standards.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NSTA Conference Registration, travel and lodging $7,500 5200 Title I
Teachers, including CTE teachers, administrators, and any new paraprofessionals will attend AVID trainings, institutes, and/or workshops to promote rigorous instruction across the curriculum.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Conference Registration, Travel, Lodging $25,000 5200 Title I
Veteran teachers will be given release time to provide support to new teachers.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Substitute teacher costs $500 1100-3000 Title II

District teachers will continue to attend technology workshops, conferences, and symposiums to provide support and guidance in enhancing instruction with technology.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Tech Conference registration, lodging, travel $4,000 5200 Title II
Teachers across the curriculum will receive training in effective writing strategies.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant/ trainer cost $2,500 5800 Title II Instructional Materials $2,000 4300 Title II
Teachers will receive training in Professional Learning Communities as a process to strategically analyze student data to drive instruction.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant/ trainer cost $2,500 5800 Title II Instructional Materials $2,000 4300 Title II
A certificated leadership team will provide support to new teachers, lead staff development efforts, and assist in the development and implementation	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Stipend $12,000 1100-3000

of District plans.		__Other Subgroups:(Specify)_____	One-Time Royalties
District leadership will attend leadership retreats/meetings to align efforts with the district strategic plan and LCAP, as well as refine leadership skills.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Training, Travel, Lodging 5200 $2,000 One-Time Royalties
District leadership will attend leadership conferences to build strong leadership and remain current on public education issues.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CSBA Registration, Lodging, Travel 5200 $7,000 One-Time Royalties Leadership Training, conferences and/or symposium $10,000 5200 One-Time Royalties
The Governing Board will have consulting services provided as necessary.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	County Consulting $4,500 5800 One-Time

			Royalties
Parents and community members will continue to be involved in the decision-making process to develop strong programs that meet the needs of the community.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Refreshments $500 4300 Title I

GOAL:	**2. All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students in need, including low-income, English learners, and foster youth, must be provided the support to succeed in the most rigorous curriculum and be prepared for post secondary opportunities. Approximately 73% of students in TJUSD are low-income.	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Required State Metric: Course Access: 50% of unduplicated students will participate in ROP/CTE career pathway classes. 15 % of unduplicated high school students will be enrolled in an AP class or in advanced coursework Required State Metric: Pupil Achievement: Baseline ELA standardized test scores from the SBAC will be established for unduplicated students Baseline Math standardized test scores from the SBAC will be established for unduplicated students Share of students that are college and career ready: 30% of unduplicated high school students will complete the A-G requirements 90% of unduplicated high school CTE/ROP students will successfully "complete" CTE course requirements 50% of unduplicated high school seniors will meet EAP requirements EL reclassification rate of EL students increasing one level per year on CELDT assessment Required State Metric: Parental Involvement: At least 25 parents will participate in Parent Project/Loving Solutions 100% of elementary parents will participate in parent-teacher conferences 100% of freshman parents will participate in 9th grade advisement 100% of high school AVID parents will participate in AVID parent night		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A certificated teacher will provide intervention in literacy, math, and 21st Century skills at the elementary school	K-6	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salary and benefits $80,000 1100s-3000s LCFF Supp/Conc.
A collaborative services delivery model, teaming	ALL	_x_ALL	Special

regular education teachers with special education teachers, paraprofessionals, will provide Response to Intervention (RTI) services.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Education Certificated Staff $140,000 1100-3000 Special Ed Funds Paraprofessional Salary and Benefits $50,000 2100-3000 Special Ed Funds $25,000 2100-3000 Title I
The AVID Elective class will provide academic support for students identified as underserved in college preparation classes.	7-12	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Tutors $5,500 2100-3000 Title I AVID Resources and Supplies $1,500 4300 Title I AVID Field Trips

			$3,000 5800 Title I AVID Parent Night Refreshment $500 4300 Title I
Special Education Teachers will be provided training to conduct IEPs, appropriate assessments, and stay current on special education practices.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: (Specify) Special Education_____	Substitute and Registration Costs $500 1100-3000 Special Education Funds
The district will contract out for psychological and other health services	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Psychologist Contract $10,000 5800 Sp. Ed. Funds Public Health Contract $11,000 5800 LCFF
Special education resources and materials will be	ALL	__ALL	Materials

provided to support special education and intervention services.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: (Specify)__Special Education_____	and Resources $5,000 4300 Special Education Funds
After-School tutoring will be provided at the schools providing academic support to students by certificated teachers and student tutors.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Certificated tutors 1100-3000 $15,000 Student tutors 2100-3000 $5,000 Title I
Summer school will be offered to provide high school students with credit recovery advancement, and middle and elementary school students with academic and creative enrichment.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Certificated Summer School Staffing 1100-3000 $25,000 Classified Summer School Staffing 2100-3000 $5,000 Title I Summer

			School Materials and Resources $5,000 4300 Title I
The Parent and Family Resource Center will provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include resources for parents of low income students, English learners, and foster youth.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Parent Center Materials and Resources $500 4300 Title I
The District will provide parenting classes to support parents as well as promote home-school partnerships. These classes will include lessons to support parents of low-income students, foster youth, and at-risk students. In addition, a Spanish speaking presenter will provide support for parents of English learners.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Parent Program Facilitator Training $1,500 5200 Title I Parent Program Refreshment $1,000 4300 Title I

LCAP Year 2: 2016-17	
Expected Annual Measurable	Required State Metric: Course Access: 50% of unduplicated students will participate in ROP/CTE career pathway classes.

Outcomes:	15 % of unduplicated high school students will be enrolled in an AP class or in advanced coursework Required State Metric: Pupil Achievement: ELA standardized test score goals will be established for unduplicated students Math standardized test scores goals will be established for unduplicated students Share of students that are college and career ready: 50% of unduplicated high school students will complete the A-G requirements 90% of unduplicated high school CTE/ROP students will successfully "complete" CTE course requirements 50% of unduplicated high school seniors will meet EAP requirements EL reclassification rate of EL students increasing one level per year as determined by CELDT Required State Metric: Parental Involvement: 90% of parents will report feeling supported in assisting their children succeed in school At least 25 parents will participate in Parent Project/Loving Solutions 100% of elementary parents will participate in parent-teacher conferences 100% of freshman parents will participate in 9th grade advisement 100% of high school AVID parents will participate in AVID parent night

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A certificated teacher will provide intervention in literacy, math, and 21st Century skills at the elementary school	K-6	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salary and benefits $80,000 1100s-3000s LCFF Supp/Conc.
A collaborative services delivery model, teaming regular education teachers with special education teachers, paraprofessionals, will provide Response to Intervention (RTI) services.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Special Education Certificated Staff $140,000 1100-3000

			Special Ed Funds Paraprofessional Salary and Benefits $50,000 2100-3000 Special Ed Funds $25,000 2100-3000 Title I
The AVID Elective class will provide academic support for students identified as underserved in college preparation classes.	7-12	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Tutors $5,500 2100-3000 Title I Resources and Supplies $1,500 4300 Title I Field Trips $3,000 5800 Title I Parent Night Refreshment $500

			4300 Title I
Special Education Teachers will be provided training to conduct IEPs, appropriate assessments, and stay current on special education practices.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: (Specify) Special Education_____	Substitute and Registration Costs $500 1100-3000 Special Education Funds
The district will contract out for psychological and other health services	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Psychologist Contract $10,000 5800 Sp. Ed. Funds Public Health Contract $11,000 5800 LCFF
Special education resources and materials will be provided to support special education and intervention services.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: (Specify)__Special Education_____	Materials and Resources $5,000 4300 Special Education Funds
After-School tutoring will be provided at the	ALL	_x_ALL	Certificated

schools providing academic support to students by certificated teachers and student tutors.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	tutors 1100-3000 $15,000 Student tutors 2100-3000 $5,000 Title I
Summer school will be offered to provide high school students with credit recovery advancement, and middle and elementary school students with academic and creative enrichment.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Certificated Summer School Staffing 1100-3000 $25,000 Classified Summer School Staffing 2100-3000 $5,000 Title I Materials and Resources $5,000 4300 Title I
The Parent and Family Resource Center will provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials and Resources $500

increase student achievement. These resources will include resources for parents of low income students, English learners, and foster youth.			4300 Title I
The District will provide parenting classes to support parents as well as promote home-school partnerships. These classes will include lessons to support parents of low-income students, foster youth, and at-risk students. In addition, a Spanish speaking presenter will provide support for parents of English learners.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Facilitator Training $1,500 5200 Title I Refreshments $1,000 4300 Title I

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Required State Metric: Course Access: 50% of unduplicated students will participate in ROP/CTE career pathway classes. 15 % of unduplicated high school students will be enrolled in an AP class or in advanced coursework Required State Metric: Pupil Achievement: ELA standardized test score goals will be established for unduplicated students Math standardized test scores goals will be established for unduplicated students Share of students that are college and career ready: 60% of unduplicated high school students will complete the A-G requirements 90% of unduplicated high school CTE/ROP students will successfully “complete” CTE course requirements 50% of unduplicated high school seniors will meet EAP requirements EL reclassification rate of EL students increasing one level per year as determined by CELDT Required State Metric: Parental Involvement: 90% of parents will report feeling supported in assisting their children succeed in school At least 25 parents will participate in Parent Project/Loving Solutions 100% of elementary parents will participate in parent-teacher conferences 100% of freshman parents will participate in 9th grade advisement

	100% of high school AVID parents will participate in AVID parent night

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A certificated teacher will provide intervention in literacy, math, and 21st Century skills at the elementary school	K-6	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salary and benefits $80,000 1100s-3000s LCFF Supp/Conc.
A collaborative services delivery model, teaming regular education teachers with special education teachers, paraprofessionals, will provide Response to Intervention (RTI) services.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Special Education Certificated Staff $140,000 1100-3000 Special Ed Funds Paraprofessional Salary and Benefits $50,000 2100-3000 Special Ed Funds $25,000 2100-3000 Title I
The AVID Elective class will provide academic support for students identified as underserved in college preparation classes.	7-12	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	AVID Tutors $5,500 2100-3000

		__Other Subgroups:(Specify)_____	Title I Resources and Supplies $1,500 4300 Title I Field Trips $3,000 5800 Title I Parent Night Refreshment $500 4300 Title I
Special Education Teachers will be provided training to conduct IEPs, appropriate assessments, and stay current on special education practices.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: (Specify) Special Education_____	Substitute and Registration Costs $500 1100-3000 Special Education Funds
The district will contract out for psychological and other health services	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Psychologist Contract $10,000 5800 Sp. Ed. Funds

			Public Health Contract $11,000 5800 LCFF
Special education resources and materials will be provided to support special education and intervention services.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: (Specify)__Special Education____	Materials and Resources $5,000 4300 Special Education Funds
After-School tutoring will be provided at the schools providing academic support to students by certificated teachers and student tutors.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Certificated tutors 1100-3000 $15,000 Student tutors 2100-3000 $5,000 Title I
Summer school will be offered to provide high school students with credit recovery advancement, and middle and elementary school students with academic and creative enrichment.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Certificated Summer School Staffing 1100-3000 $25,000 Classified Summer

			School Staffing 2100-3000 $5,000 Title I Materials and Resources $5,000 4300 Title I
The Parent and Family Resource Center will provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include resources for parents of low income students, English learners, and foster youth.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Materials and Resources $500 4300 Title I
The District will provide parenting classes to support parents as well as promote home-school partnerships. These classes will include lessons to support parents of low-income students, foster youth, and at-risk students. In addition, a Spanish speaking presenter will provide support for parents of English learners.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Facilitator Training $1,500 5200 Title I Refreshment $1,000 4300 Title I

GOAL:	**3. All students will develop skills necessary to be productive members of the community.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	All students must feel safe and supported in the school environment and become productive members of their community and society.	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Required State Metric: Pupil Engagement: 95% attendance rate or greater The District will decrease the number of students with “chronic absenteeism.” Graduation rates will remain above 90% Middle school dropout rates will not exceed 5% High school dropout rates will not exceed 5% Required State Metric: School Climate: The District will maintain a less than 10% suspension rate. 100% of students surveyed will report feeling safe at school. 100% of students surveyed will report feeling supported at school. 100% of students will feel comfortable approaching an adult at school with problems.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A District-wide Wellness committee will meet throughout the year to promote physical fitness and healthy choices, update the district wellness plan, and provide input on district and school plans.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Wellness Refreshment $500 4300 Title I Over-Contract Hours $750 1100-3000 $250 2100-3000 Title I
The District will implement programs during and after the regular school day for students to acquire the building blocks of healthy development	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Over-Contract hours to

		__Other Subgroups:(Specify)_____	conduct student assistance groups, anger management classes, and drug/alcohol training $2,000 1100-3000 $500 2100-3000 Title I
Staff will receive training in social-emotional learning.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SEL Consultant/ Trainer $2,500 5800 Title I
The district will provide recognition to students for achievement in academics, athletics, and citizenship.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student Awards and recognition $5,000 5800 Lottery
The District will provide incentives for positive attendance.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Attendance Incentives $2,000 5800 Lottery
The District counselor and another staff member	ALL	_x_ALL	Crisis Team

will attend Crisis Team training to revise the District crisis management plan.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Training Registration, lodging and travel $2,000 5200 Title I
Additional staff will be trained in student assistance groups.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant 5800 $2,500 One-Time Royalty
Schools will conduct a “Synergy Day” to promote a positive school climate.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant 5800 $2,500 One-Time Royalties

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Required State Metric: Pupil Engagement: 95% attendance rate or greater The District will decrease the number of students with “chronic absenteeism.” Graduation rates will remain above 90% Middle school dropout rates will not exceed 5% High school dropout rates will not exceed 5% Required State Metric: School Climate: The District will maintain a less than 10% suspension rate. 100% of students surveyed will report feeling safe at school. 100% of students surveyed will report feeling supported at school. 100% of students will feel comfortable approaching an adult at school with problems.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
A District-wide Wellness committee will meet throughout the year to promote physical fitness and healthy choices, update the district wellness plan, and provide input on district and school plans.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Refreshment $500 4300 Title I Over-Contract Hours $750 1100-3000 $250 2100-3000 Title I
The District will implement programs during and after the regular school day for students to acquire the building blocks of healthy development	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Over-Contract hours to conduct student assistance groups, anger management classes, and drug/alcohol training $2,000 1100-3000 $500 2100-3000 Title I

Staff will receive training in positive behavior support systems.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant/ Trainer $2,500 5800 Title II
The district will provide recognition to students for achievement in academics, athletics, and citizenship.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student Awards and recognition $5,000 5800 Lottery
The District will provide incentives for positive attendance.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Attendance Incentives $2,000 5800 Lottery
Staff members will attend Crisis Team training to implement the District crisis management plan.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Registration, lodging and travel $5,000 5200 Title I

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Required State Metric: Pupil Engagement: 95% attendance rate or greater The District will decrease the number of students with “chronic absenteeism.” Graduation rates will remain above 90% Middle school dropout rates will not exceed 5% High school dropout rates will not exceed 5% Required State Metric: School Climate: The District will maintain a less than 10% suspension rate.

	100% of students surveyed will report feeling safe at school. 100% of students surveyed will report feeling supported at school. 100% of students will feel comfortable approaching an adult at school with problems.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A District-wide Wellness committee will meet throughout the year to promote physical fitness and healthy choices, update the district wellness plan, and provide input on district and school plans.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Refreshment $500 4300 Title I Over-Contract Hours $750 1100-3000 $250 2100-3000 Title I
The District will implement programs during and after the regular school day for students to acquire the building blocks of healthy development	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Over-Contract hours to conduct student assistance groups, anger management classes, and drug/alcohol training $2,000 1100-3000

			$500 2100-3000 Title I
Staff will receive training in social-emotional learning.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant/ Trainer $2,500 5800 Title II
The district will provide recognition to students for achievement in academics, athletics, and citizenship.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student Awards and recognition $5,000 5800 Lottery
The District will provide incentives for positive attendance.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Attendance Incentives $2,000 5800 Lottery
Schools will conduct a “Synergy Day” to promote a positive school climate.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant 5800 $2,500 One-Time Royalties

GOAL:	**4. All students will have access to modern and technologically advanced classrooms.**	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__

		COE only: 9__ 10__ Local : Specify _____
Identified Need :	TJUSD schools were built in the 1940's and 1950's and are subject to a harsh environment. District facilities must remain safe and provide our students with the most modern needs and innovative instruction.	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Required State Metric: Facilities maintained in good repair: Williams quarterly assessments will report that facilities are in good repair Staff, students, and parents will report that facilities offer 21st century learning opportunities. Annual facility report to the board will show progress on all actions and services to be provided.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will develop an implementation plan for the facility master plan.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
The district will address immediate facility needs.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Asphalt Repair $80,000 Concrete Repair $20,000 Heating/Cooling $20,000 Elementary Roofing Drip Edge Repair $18,000

			5600 One-Time Royalties
The District will contract for services to provide technology infrastructure monitoring and maintenance.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Managed Technology Services Contract 5800 One-Time Royalties
The District will contract for technology repair services as needed.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Technology Hardware Service 5800 One-Time Royalties
Physical education equipment and facilities, such as the high school weight room, will be repaired and/or replaced.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 4400/6500 One-Time Royalties
Furniture needs will be addressed following the facility master planning with staff input.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 4400 One-time Royalties
Additional interactive projectors will be	ALL	_x_ALL	$10,000

purchased/installed in the district to promote interactive learning		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Projectors and Equipment 4400 One-Time Royalties

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Required State Metric: Facilities maintained in good repair: Williams quarterly assessments will report that facilities are in good repair Staff, students, and parents will report that facilities offer 21st century learning opportunities. Annual facility report to the board will show progress on all actions and services to be provided.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Phase 1 Modernization	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,500,000 5600 One-Time Royalties
The district will address immediate facility needs.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Asphalt Repair $80,000 Concrete Repair $20,000 5600 One-Time Royalties
The District will contract for services to provide technology infrastructure monitoring and maintenance.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$30,000 Managed Technology Services

		__Other Subgroups:(Specify)_____	Contract 5800 One-Time Royalties
The District will contract for technology repair services as needed.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Technology Hardware Service 5800 One-Time Royalties
Furniture needs will be addressed following the facility master planning with staff input.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 4400 One-time Royalties

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Required State Metric: Facilities maintained in good repair: Williams quarterly assessments will report that facilities are in good repair Staff, students, and parents will report that facilities offer 21st century learning opportunities. Annual facility report to the board will show progress on all actions and services to be provided.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will address immediate facility needs.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Asphalt Repair $80,000 Concrete Repair $20,000 5600

			One-Time Royalties
The District will contract for services to provide technology infrastructure monitoring and maintenance.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Managed Technology Services Contract 5800 One-Time Royalties
The District will contract for technology repair services as needed.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Technology Hardware Service 5800 One-Time Royalties
Furniture needs will be addressed following the facility master planning with staff input.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000 4400 One-time Royalties

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?

Original GOAL from	**1. All students will be prepared for success in college and career.**	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5__ 6__ 7__

prior year LCAP:			8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Updated textbooks aligned to the Common Core State Standards Attract and hire fully credentialed teachers in their subject areas to fill vacancies Full implementation of the Common Core State Standards Identification of areas of need as determined by the Smarter Balance Assessment; Rebenchmarking of the API; Increase in grades of "C" or better in core academic content areas; Baselines established on revised formative assessments and progress measured aligned to the CCSS; Higher college and career awareness as measured by student surveys; Increase in percentage of students passing the EAP in math and English; Increase in the percentage of ROP students fulfilling ROP completion requirement; Increase in percentage of students taking the SAT;	Actual Annual Measurable Outcomes:	Math textbooks were adopted and purchased K-12. All teachers but one (special education) were fully credentialed. Common Core Standards have been implemented K-12. Data not yet available Data not yet available Mixed results. Some grade levels have shown improvement in this area, others have decreased. Some of the decrease can be due to the increased rigor of the new standards. Data not yet available * Data not yet available Data not yet available Approximately 40% of seniors took the SAT; baseline established

	Increase in number of college acceptances; Increase in parent participation in school site council and community forums/ strategic planning meetings; Increase in parent participation in classrooms and district programs; Baseline student technology skills will be established using the ISTE standards		31% of seniors were accepted into a four-year university; baseline established A parent attended every SSC/DAG meeting this year, however greater participation is desired. 22 parents completed the Parent Project or Loving Solutions parenting class – an increase of 55%. Data not yet available

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Implement newly developed curriculum maps aligned to the CCSS. Assess implementation throughout the year.		Release Time and Over-Contract $5,000/ Title II	Progress Achieved. Many curriculum maps have been developed with some uploaded on to LiveBinder.		$0 Wednesday staff dev
Scope of service:	LEA		Scope of service:	HS Grades 7-12	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Utilize the CCSS toolkit process to examine, analyze, and adopt state approved math textbooks and related resources.		Textbooks $50,000 CCSS Funding/ Lottery	Math textbooks adopted K-12.		$22,746.60/ Lottery $36,222.42/ CCSS
Scope of	LEA		Scope of	LEA	

service:			service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Identify/purchase **supplementary materials** to address the shift to a literacy focus on **non-fiction materials**		Supplementary Instructional Materials $25,000 One-Time Royalties		$0
Scope of service:	LEA		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase skills-based CCSS supplemental resources, such as those by Curriculum Associates		Skills-based Supplementary Materials $5,000 LCFF	Curriculum Associates Common Core materials purchased at the elementary level. Standards Plus?	$753.03/CCSS $784 LCFF
Scope of service:	LEA		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Curriculum maps for the Next Generation Science Standards will be developed addressing grade level areas of focus, as well as a k-12 continuum. Develop a plan to integrate technology into the science curriculum.		Teacher Release Time $600 Title II	Current curriculum maps revised at the high school level. Next Generation Science Standards not yet implemented.		$0 Wed afternoon
Scope of service:	LEA		Scope of service:	HS Grades 7-12	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide competitive compensation to certificated **teachers.**		Salary and benefits $1,475,000 LCFF $180,000 One-Time Royalties	1% salary increase and an additional 10% for the 2014-15 year only, placing TJUSD among the top districts in San Bernardino County and among comparable districts in regards to teacher compensation.		$1,476,980 LCFF
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide a relocation bonus to new teachers		Relocation Bonus $3,000 Title II	Two teachers hired in the 2014-15 school year receiving the relocation bonus		$3,000/Title II
Scope of service:	LEA		Scope of service:		
_x_ALL			_x_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Library will update their circulation	**Library books and resources** $10,000 One-Time Royalties	Library Book and Resource Purchases	Elem $4,273 Royalty
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
ROP classes will be offered in the areas of web design, fire and emergency preparedness, and office technology.	ROP Staffing and Materials $62,014 ROP	Office Entrepreneurship – 8 students Digital Design (7th Period) – 9 students Office Technology – 8 Students Medical Terminology – 10 students Fire Science – 5 students First Responder – 13 students	$62,014 ROP
Scope of service: HS – Grades 11-12 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: HS – Grades 9 - 12 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Preparation skills for specific career pathways will be identified using an outcome based design and linking learning to regional industry.	$0	In Process	No Cost

A Career Technical Education Plan will be developed.					
Scope of service:	HS – Grades 11-12		Scope of service:	LEA	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
The district will provide students with 1:1 devices; either laptops, chromebooks, or tablets.		Hardware $ 250,000 One-Time Royalties	In Process First ipads have been purchased at the elementary Chromebooks were purchased for three classrooms		$138,808 Royalty
Scope of service:	LEA		Scope of service:	LEA	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Appropriate academic software will be provided for the devices to ensure students are developing a variety of 21st century skills.		Software $50,000 One-Time Royalties	Photoshop (Yearbook?) Typing Club (Typing Program)		$1,891 Royalty
Scope of service:	LEA		Scope of service:	LEA	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Staff will be provided training to ensure comprehensive application of technology.		Technology Staff Development $5,000	Two elementary teachers and two high school teachers are registered to attend the CUE conference in March 2015 Elementary teachers participated in a two-day Apple training		$6,092
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
With Trona being small, we will contract out for technology support		Technology Support $15,000 One-Time Royalties	In Process. A contract is being considered for network monitoring and maintenance		$12,445 Royalty
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Classrooms will be equipped with up-to-date computers for teachers along with interactive whiteboards or interactive projectors.		Instructional Technology Hardware $100,000 One-Time Royalties	All teachers have new laptop computers (2014) and interactive projectors have been installed in all elementary classrooms and all high school core academic classrooms. New computers were purchased for the Yearbook Class		$95,881 Royalty
Scope of	LEA		Scope of	LEA	

service:			service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers will have **classroom software to maximize 1:1 devices and interactive technologies**.		Software $25,000 One-Time Royalties	Cyberlink	$1,618 Royalty
Scope of service:	LEA		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
On-line and computer based learning, such as **PLATO**, APEX, etc.		On-Line Subscriptions $30,000 Royalty	PLATO	$22,350 Royalty
Scope of service:	LEA		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
On-line and computer based learning, such as Waterford		On-Line Subscriptions $10,000 Title I	Waterford Early intervention program has been purchased and implemented at the elementary school	$12,798 Title I

Scope of service:	Elem: Pre K-6 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	Elem: Pre K-2 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Computer-based assessments for reading, writing, and math K-12.		On-Line Subscriptions $5,000 LCFF	DRP at the elementary and high school iReady at the elementary school		$2,200 LCFF $2,370 Royalty
Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Effectiveness of assessments will be analyzed in May 2015. Assessment results will be analyzed to revise CCSS curriculum maps.		$0	In planning		No Cost
Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Computer-based tutorial programs	On-Line Subscriptions $10,000 Title I	IXL	$1625 Title I
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
AVID Training	Staff Development Registrations, Travel, and Lodging $25,000 Title I	Four high school staff members and six elementary staff members attended the Summer Institute in August 2014. Staff members from both sites will attend in the summer of 2015, including paraprofessionals serving students in the classroom setting. The AVID Coordinator has participated in Coordinator workshops.	$13,703 Title I $7,000 Title II
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
AVID Weekly	On-Line Subscriptions $1,000 LCFF	AVID Weekly was purchased at the high school level and came with the elementary AVID contract.	$525 LCFF
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
College students will be hired as AVID tutors for the AVID elective classes.	AVID Tutors $10,000 Title I	Three college students are currently working as AVID tutors.	$4,798 Title I
Scope of service: HS – Grades 7-12 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: HS – Grades 7-12 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Thinking Maps, Write from the Beginning (elementary), and Write for the Future (high school) training for newer teachers. On-going support for all teachers.	Materials and Training $500 Title II	Not yet scheduled	$0
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Staff will receive instruction in effective academic vocabulary instruction.	Instructional Resources and Training $2,500 Title II	Not yet scheduled	$0
Scope of service: LEA _x_ALL OR:		Scope of service: LEA _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)_____		
Teachers will be trained in PLCs		Staff Development $10,000 Title II	Not yet Scheduled		$0
Scope of service:	LEA		Scope of service:	LEA	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Cross curricular performance tasks aligned to CCSS and quarterly writing prompts will be developed and implemented.		No Cost	The high school staff has developed performance tasks, reviewing student work with colleagues.		No Cost
Scope of service:	LEA		Scope of service:	HS – Grades 7-12	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
The district will continue to utilize Infinite Campus as its on-line scheduling, grading, attendance, and communication tool. The district will also investigate other Infinite Campus components that may be implemented.		Infinite Campus Subscription $10,000 Lottery	Infinite Campus continues to be implemented district-wide		$5,925 Lottery
Scope of	LEA		Scope of	LEA	

service:			service:		
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continue collaborative efforts at the elementary school and dedicate class periods at the high school for specific collaboration opportunities to provide special education services in the regular classroom environment.		Special Education Staff $140,000 Special Education Funds	The elementary special education program provides services for students in the least restrictive environment, providing support to all classes using Response to Intervention services in a collaborative services delivery model		$174,891 Special Education Funds
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
After School Tutoring will be offered in the High School Library, providing students with assistance from teachers as well as student tutors		Certificated teachers and student tutors hourly wages $10,000 Title I	High School after school tutoring has been offered throughout the year, four days a week.		$11,000 Title I
Scope of service:	HS – Grades 7-12		Scope of service:	HS – Grades 7-12	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

After School enrichment will be offered at the elementary school		Certificated teachers hourly wages $10,000 Title I	After school enrichment at the elementary has been offered throughout the school year		$5,000 Title I
Scope of service:	Grades 1-6		Scope of service:	Grades 1-6	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Summer school will be offered to provide students with opportunities to receive remediation and advancement, as well as credit recovery		Summer school staffing $15,000 Title I	Summer school was provided in the summer 2014 and is the planning process for 2015		$20,500 Title I
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
A certificated teacher will provide intervention in literacy, math, and 21st Century skills at the elementary school		Certificated Salary and Benefits $80,000 – LCFF	One certificated teacher provided intervention and technology instruction at the elementary full time.		$75,657 LCFF
Scope of service:	Elem. K-6		Scope of service:	Elem. K-6	
_x_ALL			_x_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
A district-wide wellness committee will meet throughout the year to promote physical fitness and healthy choices. Physical education classes will include instruction on health and fitness. The high school physical education class will include fitness assessments at the beginning, middle, and end of the year to chart progress.	P.E. Equipment: $25,000 One-Time Royalties	In planning.	$0
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Drug and alcohol prevention instruction will be incorporated into classroom instruction at the elementary level and in physical education and health classes at the high school.	**Drug and alcohol program materials and training.** $2,500 Title I	**Total Solutions materials** for grades 5, 7, and 8 were ordered, with the program being taught in the fifth grade class and in the P.E. classes at the high school. Drug-Free World materials are being used in the 9th grade Health class.	$1688 Title I
Scope of service: _x_ALL OR: __Low Income pupils __English Learners		Scope of service: _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)_____	
Students, while in grade 6-12, will complete at least two sex education courses.	**Sex Education Staff Training $500 Title I**	Health/P.E. teacher trained in Positive Prevention Plus (April 2015)	$250 Title 1
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The district will provide recognition to students for achievement in academics, athletics, and citizenship.	Certificates and Various Awards $5,000 Lottery	Honor Roll Recognition Evening – February 19 4.0 Dinner February 24 Above "C" Level Recognition Sports Banquets Awards Night Students of the Month	$1,500 Lottery
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parents and community members will be involved in program development and district decision-making.	Refreshments and incentives $500 Title I	Refreshments for School Site Council were provided	$45 TITLE I
Scope of service: LEA		Scope of service: LEA	
_x_ALL		_x_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The Parent and Family Resource Center will provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include support for parents of low-income students, English learners, or foster youth.	Books and pamphlets $500/Title I Software $500/Title I Children's resources $250 Title I	The Parent and Family Resource opened in the Fall of 2014 with computers, parent resources, and children's resources.	$1,337 Title I
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The District will provide parenting classes to support parents as well as promote home-school partnerships. These classes will include lessons to support parents of low-income students, foster youth, and challenging adolescents. In addition, one of our trainers is fluent in Spanish and can support Spanish speaking parents of English learners.	Facilitator Training $1,500 Title I Parent Project Materials $500 Title I	The Parent Project was offered in the Winter to parents at the high school; 12 parents received certificates for completing the course. At the elementary school, Loving Solutions was offered in the Fall to parents with ten parents receiving certificates for completion. An 8-week Parent Support Group was implemented. Supplies were ordered. Refreshments were provided at all meetings Parent Project participant books were ordered.	$191Materials Title I $226 Supplies

		Supplies $200 Title I Refreshments $1,000 Title I Facilitator Stipends $3,000 Title Loving Solutions Materials $500 Title I Supplies $200 Title I Refreshments $500 Title I			Title I $400 Refreshments Title I $480 Loving Solutions Title I $207 Refreshment Title1
Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The elementary principal will complete AVID Elementary District Liaison training.		Travel/ Conference $2,000 Title II	Mr. Tsubota is in the process of completing this training.		$1,400 Title II

Scope of service:	Elem. K-6		Scope of service:	Elem. K-6	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
The School Board will have consulting services provided as necessary.		County consulting contract and Training $4,500 One-Time Royalties	Dr. Kegham Tashjian, consultant for the San Bernardino County Superintendent of Schools office has provided a board workshop (Oct. 10) as well as attending meetings throughout the year.		$4,500 Royalty
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
District leadership planning meetings		Leadership Materials $500 One-Time Royalties	Books for Book Study *Strengths Based Leadership*		$123.47 Royalty
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
District leadership attends leadership conferences to build strong district leadership and remain current on public education issues.		Travel/ Conference $10,000 Title II/One -time Royalties	School Board – CSBA Masters in Governance February – June 2015 Elementary Principal – AVID Elementary District Liaison, CISC Superintendent/HS Principal – Executive Leadership Center, ACSA Superintendent Symposium, Capital Advisors Budget Workshops		$2768 General Fund $8,000 Title II/ Royalties
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Efforts will continue in the implementation of the Common Core State Standards, particularly in the areas of curriculum maps and supplementary materials. The district must be prepared for the ELA textbook adoption. Further preparation for the implementation of the Next Generation Science Standards must also be addressed. Staffing continues to be a major issue in Trona's remote location; greater attention to recruitment efforts must be made. ROP/CTE must adapt to the new LCFF funding model with a focus on career pathways. While much progress has been made in the area of technology, staff training, further progress on 1:1 devices, grade level benchmark standards, and equipment and network maintenance must be addressed. Further staff development with a focus on rigor will support our on-going efforts with a concentrated focus on mathematics. Annual Measurable Outcomes were modified to reflect the expected state rubric and data more aligned with district needs and goals.				

Original GOAL from prior year LCAP:	**2. All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: All students in need, including low-income, English learners, and foster youth	

Expected Annual Measurable Outcomes:	Decrease of the gap in standardized testing, EAP passing rates, and college acceptance between targeted students and all students. Greater participation in advanced coursework, such as AP classes, and AVID; Increase in number of students having access to and completing graduation and A-G requirements; Increased participation of parents in parent programs and parent resource center; EL reclassification of at least one level per year for each EL learner	Actual Annual Measurable Outcomes:	Data not yet available AVID maintained three sections in its second year, achieving certification 6 students were enrolled in pre-calculus The history teacher will have participated in AP training with one AP class being added to the 2015-16 master schedule 22 parents completed the Parent Project or Loving Solutions parenting class – an increase of 55%. There are only two EL students currently that have been in the District for a year: one student increased two levels overall and has been reclassified as RFEP; the other did not increase from the Beginning level

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All special education teachers will receive training to conduct Individualized Education Plans and appropriate assessments.	Staff Development and Related	IEP Training	$90 Woodcock/ Johnson

		Costs $5,000 Special Education Funds			Training IEP training At DMS no cost
Scope of service:	LEA		Scope of service:	LEA	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities		
All Native language students will receive Common Core Instructional Materials.		Instructional Materials Costs $1,000	Because of the current demographic of students, there was no need to purchase materials.		$0
Scope of service:	LEA		Scope of service:	LEA	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Native language students			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Native language students		
RFEP students will have the opportunity to participate in AVID college field trips.		Field trip costs $1,000	Because of the current demographic of students, there was no need to fund field trips.		$0

Scope of service:	LEA		Scope of service:	LEA	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
The district will contract out for psychologist services.		Psychologist Consultation Services $10,000 Special Education Funds	Contracted with Wendy Ness, School Psychologist		$10,000 Special Ed Funds
Scope of service:	LEA		Scope of service:	LEA	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities		
Primary elementary students in need will receive afternoon reading/literacy intervention from a certificated teacher.		**Over-contract** $2,000 Title I	The kindergarten teacher has provided intervention in the afternoon.		$0 No over contract time.
Scope of service:	Grades 1-2		Scope of service:	Grades 1-2	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Presence Learning on-line speech will be utilized as an option for speech students identified as in need of speech services beyond the services currently provided by the county speech therapist.		On-Line Consultant Services $7,500 Special Education	Presence Learning		$3,358.95 RS 6500 Obj 5810
Scope of service:	LEA		Scope of service:	LEA	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education_			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education___		
On-line and computer-based applications, such as FastForward, will be utilized to provide individualized instruction in auditory discrimination and other literacy skills.		On-line subscriptions and software. $5,000 Special Education Funds	Students who used fast forward no longer attended, or would no longer continue the program.		$0
Scope of service:	LEA		Scope of service:	LEA	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education____		
The district will contract out for hearing and vision screenings.		County Health Services $1,000 General Fund/Special	Hearing and vision screenings were conducted.		$7,259.88 RS 0000 Obj 5814

		Education Funds			
Scope of service:	LEA		Scope of service:	LEA	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
The high school will utilize a collaborative services delivery model using the special education teacher in a regular education setting following a Response to Intervention (RTI) model to provide intervention as needed. A paraprofessional will also be used in this model.		Paraprofessional Salary and Benefits $30,000 – LCFF	While the High School special education teacher position was covered by a substitute for a majority of the school year, the special education credentialed substitute and special education paraprofessional provided support to the regular education classes and the additional paraprofessional provided support in academic classes.		$39,778 LCFF
Scope of service:	HS – Grades 7-12		Scope of service:	HS – Grades 7-12	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Intervention efforts need to more coordinated and aligned with newly identified metrics. A more formalized data collection and analysis process will be established to drive intervention efforts. Newly established leadership team members will be trained and lead efforts to address these needs. Expected annual measurable outcomes have changed to reflect the anticipated state rubric, as well as the change in format of the LCAP.				

Original GOAL from prior year LCAP:	**3. All students will develop skills necessary to be productive members of the community.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Decrease in discipline referrals and suspension/ expulsion rates shall remain low; Attendance rates will increase above 95%; Chronic absenteeism will decrease by 10%; Graduation rates will remain above 90% and drop-out rates will decrease (graduation and drop-out rates are not a significant measure in Trona JUSD due to the small student population)	Actual Annual Measurable Outcomes:	Attendance rate for the 2014-15 school year is currently 92%. Data not yet available. Data not yet available

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Programs, such as Developmental Assets, will be integrated into the curriculum.	Developmental Assets materials $500 Title I	Developmental Assets were integrated into the seventh grade Life Skills curriculum LIFE STEPS DVD	$879 Title I
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Staff will be trained in student assistance groups and conduct weekly groups to provide students with opportunities to productively discuss issues.		Staff Development $2,000 Title I Over-Contract Hours to conduct student assistance groups $2,000 Title I	Student Assistance Group training was conducted in August, 2014. "Synergy" Groups were conducted throughout the school year for 73 students in the following areas at the high school: Grief and Loss Motivation Self-Esteem 75 students in grades 3 – 6 participated in synergy groups at the elementary.		$4698 Title I
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Anger management classes will be offered to students.		Over-Contract hours for facilitation and Materials $1,500 Title I	Anger Management Classes were offered at the High School beginning in February, 2015. 11 students participated.		$732 Title I
Scope of service:	LEA		Scope of service:	HS Grades 7-12	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

The elementary school and high school will conduct assemblies promoting acceptance and tolerance.		Assembly Costs $1,000 Lottery	Drug Awareness and anti-bullying assembly, sponsored by the Trona Elks Club, was conducted at both the elementary and high school		No Cost
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Instructional materials promoting anti-bullying and tolerance will be examined and implemented.		Program Materials $1,000 Lottery	**Student Assistance Group materials**, **from Student Assistance Groups International,** covering a variety of topics promoting anti-bullying and tolerance.		$869 Title I
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
A discipline analysis will be conducted at each site to determine discipline trends.		No Cost	Not yet completed.		No Cost
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Weekly, monthly and biannual attendance incentives will be awarded to students.	Student Incentives $2,000 Lottery	Monthly attendance awards are given to the students.	$1500 Lottery
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _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?	Support services have greatly expanded. Changes will address needs to institutionalize social-emotional support services, particularly in the integration of practices in the curriculum.		

Original GOAL from prior year LCAP:	**4. All students will have access to modern and technologically advanced classrooms.**	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Applicable Pupil Subgroups:		
Expected	Wireless Connectivity accessibility will be established;	Actual	Wireless Connectivity is available district-wide

Annual Measurable Outcomes:	Facility Assessment completed; Immediate Facility Needs Addressed; Continued clear Williams assessments	Annual Measurable Outcomes:	Facility improvement/modernization assessment is in progress Gym roof project is scheduled to begin in March 2015. Williams assessments all clear

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Wireless Preparation and installation		$45,000 One-Time Royalties	District-wide wireless project completed		$295,713 Royalty
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
An architectural firm will conduct a facility needs assessment to determine immediate needs, demolition of the old elementary school, and modernization. A long-term facility master plan will be developed		Architectural Services $25,000 One-Time Royalties	Facility assessment and master plan is in progress, working with the architectural firm and the California Department of Education.		$6,507 Consolidation Study $15,300 Facilities Assessment $32,575 Elem Demo, $62,720 Gym re-roof

					Royalty
Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The facility master plan, to be completed by December 2014, will be assessed to begin initial projects.		Cost and scope to be determined.	Old elementary demolition in progress		$407,198 Royalty
Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Gym roof		$750,000 One-Time Royalties	Gym roof project has been bid and received board approval.		$784,000 Royalty
Scope of service:	High School _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	High School _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
High School Heaters		$15,000 One-Time Royalties	Moved to the 2015-16 year due to modernization planning		$0

Scope of service:		Scope of service:	
_x_ ALL		_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Furniture needs, as determined following the facility master planning and with staff input, will be addressed.	$50,000 One-Time Royalties	Student chairs Art stools	$4,179 Royalties
Scope of service:		Scope of service:	
_x_ ALL		_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		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 modernization plan will be the primary driver for changes in this section. The modernization plan was expected to be completed mid-year but changes have resulted in the plan's expected completion date to be July 2015. Expected annual measurable objectives have been adjusted to reflect this change. The maintenance and upkeep of technology in the district will be a major area of focus.		

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:	$_____252,742_____
As the Trona Joint Unified School District is an isolated rural district, and many of the students not identified as "students in need" have similar needs to those targeted for supplemental and concentration grant funding, this funding will provide services and support for targeted students but will be available for all students as needed. A focus will be on early literacy development, supporting targeted intervention in the primary grades in the afternoon utilizing the morning kindergarten teacher, and an additional certificated teacher to provide intensive intervention throughout the school day in grades K-6, incorporating technology to improve literacy, mathematical understanding, and 21st century skills. At the high school level, a collaborative services Response to Intervention (RTI) model will be implemented to provide intervention through collaboration among regular classroom teachers, the special education teacher, the special education paraprofessional and an additional paraprofessional. Computer-based assessments and resources to develop skill and literacy proficiency for the Common Core State Standards will also be provided. Additional focus will be placed on the social-emotional needs of our students. As the district has maintained a superintendent/high school principal for the past three years resulting in the district counselor providing additional administrative support, the district will add an additional high school administrator, eliminating the principal duties from the superintendent position. This will result in less of a need for the counselor to provide administrative support and focus on programs to support the social-emotional needs of students and provide support to parents. While there are currently only two English learner pupils in the district, the district will also provide native language and English development support materials as well as maintaining English learner authorization for all certificated teachers. Redesignated fluent English proficient students will be provided additional counselor support, as well as opportunities to participate in AVID college and cultural field trip events.	

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 unduplicated pupils as compared to the services provided to all pupils.

11.25	%

In factoring the Minimum Proportionality Percentage (MPP), the proportional increase or improvement of services offered for "students in need" is calculated at 11.25%. Intervention for students will increase substantially with the appointment of the elementary intervention teacher, providing the elementary with an 86% increase of certificated intervention instruction, and with the implementation of the high school RTI model increasing certificated special education services by 40% along with additional paraprofessional support. Also, the addition of administrative support at the high school will allow the counselor to provide greater social-emotional support to the students at both schools.

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).