§ 15497. Local Control and Accountability Plan and Annual Update Template.

LEA: Chaffey Joint Union HS School District **Contact: Tim Ward**
Tim_ward@cjushd.net **LCAP Year: 2014-15**

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 student outcomes and overall performance pursuant to Education Code sections 52060, 52066,
47605, 47605.5, and 47606.5.

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 students and each subgroup of students identified in Education Code section 52052, including students 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 students and each subgroup of students identified in Education Code section 52052, including students with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (students 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 students 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 students and each subgroup of students identified in Education Code section 52052, including students 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. 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 should comply with instructions and 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. 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 students they are teaching; students 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 adopted by the state board for all students, including English learners. (Priority 2)*

***Course access:** student 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 students (for county offices of education only)**: coordination of instruction of expelled students 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. Student Outcomes:

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

***Other student outcomes**: student 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:

***Parent involvement**: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated students and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, students, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, students, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, students, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of students identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for students related to the state priorities?

Involvement Process	Impact on LCAP
Business Partners Meeting September 18, 2013 The Chaffey District hosted a local business partners meeting in September to share the District's vision and update them on progress towards achievement goals. During the meeting, we asked for input on expectations from our community leaders on the skills and abilities that they would want in our students leaving the District and entering their career fields. With more than 250 representatives in the room, we gathered their information and created a working list to be used to represent how our students could be "career ready". **District Committees Represent Stakeholders** The Chaffey District wanted to engage as many different stakeholders as possible, so we aggressively sought as many as possible. We began by seeking the leadership from throughout the District to address the needs of our LCAP Advisory Board. We wanted to have representation for all stakeholders including parents, students, community members, teachers, counselors, classified staff members and administrators. We also wanted to have representation from each site in our District which includes 8 large comprehensive high schools, an online high school, and two alternative schools. In order to address the needs of EL, SED and foster youth we made sure that we had representatives from those populations on our advisory committee as well. We met with this LCAP Committee on February 6th, March 4th, April 23rd, and May 27th. **LCAP Advisory Committee** Here is the breakdown of our advisory committee: Parents – 3, including those with students from EL, SED, GATE and SpEd designations Students – 2, including EL and SED designations Teachers – 4, including the Association President, EL Advisor, SpEd Advisor, and a counselor from an alternative education site. Classified – 2, including the Association President, Foster and Homeless Youth Coordinator. Administration – 2, including a comprehensive and alternative site principals. Community Members – 3, including the general manager of a large supermarket chain, United Way Director for the Inland Valley, and the San Bernardino County Foster Youth Director. District Office – 2, including the Assistant Superintendent of Instruction and the Director of Categorical Support.	**Gathering Input from Multiple Sources** **Site Visits** We hosted LCAP presentations at each of our sites including our eight comprehensive high schools as well as our alternative schools. We surveyed those who attended the meetings which included staff, parents, students, and community members. **Online Survey** We created a video and online survey describing the LCAP and our desire to gather input from as many as possible, and posted it on our website. We sent out emails to all staff, students, and parents to request their participation with the LCAP process. We also called each stakeholder in our District using our all-call system to notify them of the survey, for those who might not have an email with us. We posted the video and survey in both English and Spanish. **Top Priorities** The initial survey results placed the following priorities in the top 10: • High Quality Teachers • Access to Core (A to G) subject areas • Access to needed instructional materials • Increase student achievement for all subgroups • Reduced freshman failures/interventions for struggling learners • Guaranteed admission programs for local colleges • Invest in career/job certification programs • Effective Professional Development for staff • Maintain positive school climate • Graduate students who are college and career ready **Next Steps** Based upon the feedback we received from the survey results that were completed by April 20, we shared the survey feedback with the LCAP Advisory Committee and we began conversations at table groups to determine where the initial focus of our LCAP plan would fall. Through dialogue with all the members, we determined the main focus areas. We then took those priorities and met with the District leadership to see what alignment there was between the Business Partners, LCAP survey stakeholders, and site staff.

Involvement Process	Impact on LCAP
DELAC Committee The District has had a DELAC Committee for many years, which is made up of the leadership from all the ELAC committees at each site. Parents of EL's, SED, and other subgroups are represented on the committee which meets quarterly. We made our first presentation on LCFF and LCAP to this group on January 17, 2014. **Site Visits** In an effort to seek the input from as many stakeholders as possible from each of the identified groups, the Chaffey District decided to visit each of the sites to host an informational meeting on the LCAP and seek input through the use of a survey. Each presentation included information on the changes to the new funding formula, the eight state priorities and the performance indicators used to measure success. We sought the input from the DELAC committee on how best to address our parent stakeholder groups, as well as all those on the Advisory Committee representing the different populations. We held numerous meetings at the eight comprehensive sites and our two alternative sites. Here is the breakdown of stakeholder participation from the site meetings: • Certificated - 972 • Classified - 168 • Parents - 412 • Students - 305 • Community Members - 310 **Online Survey** In order to gather more input, we also created an online video and survey (paper copies for those without Internet) that we sent to all parents and students in the District through our Parent/Student Communication System called School Loop. 99% of our students and over 80% of our parents have School Loop accounts and access to the survey. We also used our calling system to contact each family with information on how to find and take the survey on our website. Here are the numbers of survey results (English and Spanish) we received through our online access: • Certificated - 123 • Classified - 38 • Parents - 209 • Students - 267 • Community Members - 15	**Principal/Site Feedback** We took the feedback from our LCAP Advisory and DELAC committees and shared it with the site leadership throughout the District. We compared that feedback with the one-on-one survey interviews that principals held with each staff member, and agreed on the final priorities that we would focus our initial LCAP on. We agreed that we would address all the priority areas to ensure that we supported all the goals of the state and our District. Here were the common priorities for our District: • Graduate students who are college AND career ready • Effective Professional Development for staff • Increase student achievement for all subgroups • High Quality Teachers • Access to Core (A to G) subject areas • Intervention support for struggling learners • Increase engagement for students and parents **LCAP Timeline for Adoption** Following the creation of the first draft of the LCAP, we shared the draft with the DELAC on May 23, and with the LCAP Advisory group on May 27 to seek their input for modifications and revision. The Superintendent responded to each comment received by the LCAP Advisory Committee as well as the DELAC who responded. We then shared the revised LCAP with the public at a Board Meeting hosted at the District Office on June 3 as a part of a comprehensive review of both the budget and the LCAP. Following the Board Meeting, we posted the LCAP draft on our website and notified our parents, students, and staff that they could view the draft and provide feedback to the Superintendent's office. Using the feedback received, we met with the LCAP Committee members as well as District Leadership on June 6 & 7 to establish the final revision for submission to the Board on June 18, 2014.

Section 2: Goals and Progress Indicators

*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 students and each subgroup of students, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all students and include specific goals for school sites and specific subgroups, including students with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, student 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.

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 "Student Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., student and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, students; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all students?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students? (based on identified metric)**			**Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)**
	Description of Goal	**Applicable Student Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all students.)**	**School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)**		**LCAP YEAR Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**	
Our Students Need: Preparation to be successful and have college and career choices **Metric**: Graduation Data, Dropout Data, AVID program data, Career Interest Survey	**Goal 1:** The District will increase the graduation rate by 2% by 2016-2017. AVID programs will be added at 2 additional sites and we will increase the number of students taking career interest surveys by 20%.	All students EL, SED, FY Latino African-American, Special Ed.	All Schools		Increase graduation rate by 1%. Add AVID program to one site. Increase students taking career survey by 7%	Increase graduation rate by 1%. Add AVID program to one site. Increase students taking career survey by 14%	Increase graduation rate by 2%. Increase students taking career survey by 20%	*Priority 7 – Course Access Priority 5 – Student Engagement Priority 2 – Implementation of State Standards District Goal 1-Improve Instruction 2-Improve Achievement*
Need: College and career choices **Metric:** UC/CSU Completion Data, A to G Data and all applicable metrics, Instructional Materials, EAP	**Goal 2:** The District will improve the A-G completion rate 5% by 2016-2017 (15 course sequence for UC/CSU qualification).	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Improve A to G Rate by 2%.	Improve A to G Rate by 4%.	Improve A to G Rate by 5%.	*Priority 4 – Student Achievement Priority 1 – Basic Services District Goal 1-Improve Instruction 2-Improve Achievement*

Our Students Need: Proficiency in the new State Standards **Metric:** Principal Survey, LCAP Survey	**Goal 3:** Provide PD for all teachers to support the shifts in instruction necessary for the Common Core and NGSS. 50% of student work will demonstrate higher order thinking skills in core academic subjects by 2016- 2017	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Provide PD and coaching support for all CCSS ELA and math teachers for full implementa-tion in those content areas	Provide PD to ensure 25% of all student work demonstrated higher order thinking skills. Add one Inst. coach	Provide PD to ensure 50% of all student work models higher order thinking skills. Add one Inst. coach	*Priority 2 – Implementation of State Standards District Goal 1 – Improve Instruction, 2- Improve Achievement*

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Student Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all students.)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Our Students Need: Support when they struggle to ensure they are college and career ready **Metric**: RtI site committee data, CAHSEE, grad rate, AMOA data	**Goal 4:** By 2016-2017, 88% of students will successfully complete courses required for graduation. Targeted subgroups will increase graduation and high school exit exam passage rates by 2%-5% annually until they reach 88%. Increase by 1.5% proficiency levels for EL students as measured by AMOA 1 and 2. At-risk students will be monitored by site RtI committees with oversight by APA's and Executive Director of Achievement.	All Students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Establish RtI committee on each site led by new APA. Close gap for FY, EL, and SED and general students by 2%.Increase by .5% proficiency levels for EL students AMAO #1 – 62.4% #2 – 22.2 (<5 yrs) 53.4(>5 yrs)	Expand RtI committee membership by 10% on each site led. Close gap for FY, EL, and SED and with general students by 4%. Increase by .5% proficiency levels for EL students AMAO #1 – 62.9% #2 – 22.7 (<5 yrs) 53.9(>5 yrs)	Expand RtI committee membership by 20% on each site led. Close gap for FY, EL, and SED and with general students by 5%. Increase by .5% proficiency levels for EL students AMAO #1 – 63.4% #2 – 23.2 (<5 yrs) 54.4(>5 yrs)	*Priority 6 – School Climate* *Priority 7 – Course Access* *Priority 5 – Student Engagement* *Priority 4 – Student Achievement* *District Goal 1-Improve Instruction 2-Improve Achievement*

Our students need: Highly trained teachers who work collaboratively to support achievement. **Metric**: Prin. Survey, LCAP Survey	**Goal 5:** The number of formal Achievement Teams at each site will increase by one team each year.	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Pilot 4 Achievement Teams at each site.	Provide 5 Achievement Teams at each site.	Provide 6 Achievement Teams at each site.	*Priority 8 – Other Student Outcomes* *District Goal 1-Improve Instruction* *2-Improve Achievement*
Our students need: Highly trained teachers who work collaboratively to support achievement. **Metric**: Prin. Survey, LCAP Survey, Collaboration Data, Williams Report (assign/misassign)	**Goal 6:** Provide instructional coaches in a variety of areas to support and improve instruction for all teachers. We will increase by 10% each year the number of staff who collaborate with an instructional coach.	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Provide instructional coaches to support PD and improve instruction. 20% of staff will collaborate with an Instructional coach.	Provide instructional coaches to support PD and improve instruction. 30% of staff will collaborate with an Instructional coach.	Provide instructional coaches to support PD and improve instruction. 40% of staff will collaborate with an Instructional coach.	*Priority 2 – Implementation Of State Standards* *Priority 1 – Basic Services* *District Goal 1-Improve Instruction*
Our students need: Highly trained teachers who work collaboratively to support struggling learners and their achievement. **Metric:** CAHSEE, CAASPP, all available and applicable metrics, Williams Report (assign/misassign)	**Goal 7**: Maximize the focus of collaboration to better support struggling learners. Student scores for all subgroups will increase by 1% on all State Assessments including CAHSEE and CAASPP beginning in 2016-17.	All students EL, SED, FY African-American Latino Special Ed.	All Schools		**Class of 2013 Cohort: 1% increase** **All**: 86%E&M **EL**:40%E,53M, **SED**:81%E,82%M **FY**:46%E,63%M AA:83%E,81%M **Latino**:83%E, 83%M **SPED: 51**%E,53%M	**Class of 2014 Cohort: 1% increase** **All**:87%E&M **EL**:41%E,54%M **SED**:82%E,83%M **FY**:47%E,64%M AA:84%E,82%M **Latino**:84%E, 84%M **SPED: 52**%E,54%M	**Class of 2015 Cohort: 1% increase** **All**: 88%E&M **EL**:41%E,55%M **SED**:83%E,84%M **FY**:48%E,65%M AA:85%E,83%M **Latino**:85%E, 85%M **SPED: 53**%E,55%M	*Priority 4 – Student Achievement* *Priority 1 – Basic Services* *District Goal 2-Improve Achievement*

Identified Need and Metric: (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Student Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all students.)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Our Students Need: To be more engaged in learning, graduate meeting A to G requirements, and reduce drop outs. **Metric**: Dropout Rate, Truancy Rate, A to G Rate, Graduation Rate, Student/Tech Rate, Williams Report (Facilities in good repair)	**Goal 8:** Reduce Class size to increase engagement. Increase the technology access ratio by 2%, to foster 21st Century Learning Skills. Increase attendance and decrease drop-out rate by 1%.	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Increase the technology access ratio by 2%. Reduce class size by 1 student per teacher.	Reduce class size by 1 student per teacher (if LCFF funding avail) Increase attendance by .5% and decrease drop-out rate by .5%	Reduce class size by 1 student per teacher (if LCFF funding avail) Increase attendance by .5% and decrease drop-out rate by .5%	*Priority 5 – Student Engagement Priority 1 – Basic Services Priority 6 – School Climate District Goal 1- Improve Instruction 2-Improve Achievement 5 – Provide effective facilities, grounds, and technology.*
Our Students Need: To be more engaged in learning, and reduced drop outs. **Metric:** Dropout, Truancy, Attendance, Suspension and Chronic Absenteeism Rates, Expulsion Reports	**Goal 9:** Decrease Suspension, Expulsion, and Dropout Rates for overrepresented subgroups. Increase counseling services (guidance, mental health, foster youth) by 20% in 2016-17.	All Students	All Schools		Provide APA to oversee counseling services and assess needs. Decrease Suspension Rate by	Increase the use of counseling services by 10% (guidance, mental health, Foster Youth) for focus populations	Increase the use of counseling services by 20% (guidance, mental health, Foster Youth) for focus populations	*Priority 5 – Student Engagement Priority 6 – School Climate District Goal 1- Improve Instruction 2-Improve Achievement*

Our Students Need: Families feeling welcomed and able to support the educational success of their students **Metric:** Attendance at SSC, ELAC, other parent meetings	**Goal 10:** Each site will increase the number of parents serving on committees.	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Add an AP at each site to engage parents and increase involvement on committees	Each site will increase by 10% the number of parents involved in committees	Each site will increase by 20% the number of parents involved in committees	*Priority 3 – Parental Involvement* *District Goal 4- Provide Strong relationships with all stakeholders*

Identified Need and Metric: Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Student Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all students.)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Our Students Need: Families feeling welcomed and able to support the education success of their students **Metric**: Parent surveys, Schoolloop, LCAP survey	**Goal 11:** Provide advanced opportunities for parent training and leadership development	All Students EL, SED, FY African-American, Latino, Special Ed.	All Schools		District will provide opportuni-ties for Training (PIQE, TLC, etc) at each site	Increased opportunities for parents including college readiness, Schoolloop, and financial workshops. Leadership courses for parent leaders	Advanced training including opportunities for parents to learn to lead training for other parents. Each site will offer workshops to assist all parents.	*Priority 3 – Parental Involvement* *District Goal 4- Provide Strong relationships with all stakeholders*
Our Students Need: Families feeling welcomed and able to support the education success of their students **Metric**: Enrollment of Parents in ELA courses	**Goal 12:** The District will provide ELA classes for EL parents, and will increase the number of parents taking courses by 20%.	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Provide ELA classes in CBET. Inform parents of opportunity	Increase number of parents taking CBET by 10%	Increase number of parents taking CBET by 20%	*Priority 3 – Parent Engagement District Goal 4- Provide Strong relationships with all stakeholders*

Our students **Need:** to be more engaged in learning, to meet graduation requirements. **Metric:** Grad rate, A to G rate, course completion data any and all applicable data	**Goal 13:** The District will provide extended day/year interventions for all learners to maximize their opportunity to succeed.	All students EL, SED, FY African-American, Latino, Special Ed.	All Schools		Increase number of students in SOS (2%) and before/after school (5% on completion) rate	Increase number of students in SOS (4%) and before/after school (10% on completion) rate	Increase number of students in SOS (6%) and before/after school (15% on completion) rate	*Priority 5 – Student Engagement* *Priority 4 – Student Achievement* *District Goal 1-Improve Instruction* *2-Improve Achievement*

Section 3: Actions, Services, and Expenditures *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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including students with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth students as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all students, to subgroups of students identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income students, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all students and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of students identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income students, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for **ALL students and the goals specifically for subgroups of students** identified in Education Code section 52052 but not listed in Table 3B below (e.g., **Ethnic subgroups and students with disabilities**)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: The District will increase the graduation rate by 2% by 2016-2017. AVID programs will be added at 2 additional sites, increase the number of students taking career interest surveys by20%.	*Priority 7* *Priority 2* *Priority 5* *District Goals 1 & 2*	1.1 Provide an appropriately rigorous pathway in core subjects to support student success in AP classes. Add additional AVID program.	LEA-wide		$45,000 – AVID-(4760 : 1000/3000) LCFF $20,330 – new programs at 2 sites (1610 : 1000/3000) LCFF	$45,000 AVID LCFF $20,330 – programs at 2 sites (1610 : 1000/3000) LCFF	$45,000 AVID LCFF $20,330 – programs at 2 sites (1610 : 1000/3000) LCFF
Goal 2: The District will improve the A-G completion rate 5% by 2016-2017 (15 course sequence for UC/CSU qualification).	*Priority 4* *Priority 1* *District Goals 1 & 2*	2.1 Improve A to G completion rates by 5% in 2016-17.	LEA-wide		Provide A to G recovery/ acceleration options $2,200-APEX, $16,000 -Follet Ed, online curriculum(1610 : 1000/3000) LCFF $22,000-DO Admin classified(3010 : 1000/3000) LCFF	Provide A to G recovery/ acceleration options $2,200-APEX, $16,000 -Follet Ed, online curriculum(1610 : 1000/3000) LCFF $22,000-DO Admin classified(3010 : 1000/3000) LCFF	Provide A to G recovery/ acceleration options $2,200-APEX, $16,000 -Follet Ed, online curriculum(1610 : 1000/3000) LCFF $22,000-DO Admin classified(3010 : 1000/3000) LCFF

					$ 128,000 salaries (4760: 1000/3000) Before/After School, $807,781-Gen Ed (1119: 1000/3000), $342,302-SpEd(5XXX: 1000/3000) - Summer School $129,757 (4760: 1000/3000), $1,420,795 – SOS (3120: 1000/3000) LCFF	$ 128,000 salaries (4760: 1000/3000) Before/After School, $807,781-Gen Ed (1119: 1000/3000), $342,302-SpEd(5XXX: 1000/3000) - Summer School $129,757 (4760: 1000/3000), $1,420,795 – SOS (3120: 1000/3000) LCFF	$ 128,000 salaries (4760: 1000/3000) Before/After School, $807,781-Gen Ed (1119: 1000/3000), $342,302-SpEd(5XXX: 1000/3000) - Summer School $129,757 (4760: 1000/3000), $1,420,795 – SOS (3120: 1000/3000) LCFF
Goal 3: Provide PD for all teachers to support the shifts in instruction necessary for the Common Core and NGSS. 50% of student work will demonstrate higher order thinking skills in core academic subjects by 2016-2017	*Priority 2* *District Goals 1 & 2*	3.1 Provide teachers will PD to be able to present coursework to support shifts in instruction for CCSS. 50% of students will demonstrate higher order thinking skills in core academic subjects. 3.2 Provide CCSS materials to support CCSS implementation	LEA-wide LEA-wide		$125,000 - CCSS PD (2140: 5220 1000/3000) $63,000 – NGSS – Title II/CCSS (2140: 1000/3000) $1,867,321 – CCSS (0000: 4000)	$60,000- PD (2140: 5220 1000/3000) $45,000 – NGSS – Title II (2140: 1000/3000)	$50,000 NGSS PD – Title II (2140: 5220 1000/3000) $30,000 – NGSS – Title II (2140: 1000/3000)

Goal 4: By 2016-2017, 88% of students will successfully complete courses required for graduation. Targeted subgroups will increase graduation and high school exit exam passage rates by 2%-5% annually until they reach 88%. Increase by 1.5% proficiency levels for EL students as measured by AMOA 1 and 2. At-risk students will be monitored by site RtI committees with oversight by APA's and Executive Director of Achievement.	*Priority 6* *Priority 4* *Priority 5* *Priority 7* *District Goals 1 & 2*	4.1 Target subgroups and struggling learners receive focused invention support to increase graduation and A-G rate, provide DO oversight of RtI programs at all sites. 4.2 Add 4 librarians at sites. 4.3 Credit Recovery/Grade Remediation Support	LEA-wide		Exe Dir of Achievement – (see goal 4B), APA –(see goal 7B) GED Renew - $146,403 (3202: 2000/3000) 4 Librarians $429,572 (FNC 2420: 1000/3000) $152,000 – salaries for Before/After School teachers (1117/4760: 1000/3000) LCFF	Exe Dir of Achievement – (see goal 4B), APA –(see goal 7B) GED Renew - $146,403 (3202: 2000/3000) 4 Librarians $429,572 (FNC 2420: 1000/3000) $152,000 – salaries for Before/After School teachers (1117/4760: 1000/3000) LCFF	Exe Dir of Achievement – (see goal 4B), APA –(see goal 7B) GED Renew - $146,403 (3202: 2000/3000) 4 Librarians $429,572 (FNC 2420: 1000/3000) $152,000 – salaries for Before/After School teachers (1117/4760: 1000/3000) LCFF
Goal 5: The number of formal Achievement Teams at each site will increase by one team each year.	*Priority 8* *District Goals 1 & 2*	5.1 The number of Achievement Teams will increase by one each year. 5.2 Focus collaboration for EL instruction 5.3 Reading Intervention Support	LEA-wide		$18,200 – Title II (2140: 1000/5000) (See goal 5B) $193,652 – salaries (1110: 1000/3000) LCFF	$18,200 – Title II (2140: 1000/5000) (See goal 5B) $193,652 – salaries (1110: 1000/3000) LCFF	$18,200 – Title II (2140: 1000/5000) (See goal 5B) $193,652 – salaries (1110: 1000/3000) LCFF

Goal 6: Provide instructional coaches in a variety of areas to support and improve instruction for all teachers. We will increase by 10% each year the number of staff who collaborate with an instructional coach.	*Priority 2* *Priority 1* *District Goals 1 & 2*	6.1 Provide instructional coaches to support and improve instruction. Increase number of collaborating teachers with coaches by 10% annually.	LEA-wide		$341, 655 – LCFF 3 new instructional coaches (1XXX: 1000/3000) LCFF $254, 727 – Title II/LCFF BTSA SP including new position(2140/4035: 1000/3000)	$341, 655 – LCFF 3 new instructional coaches (1XXX: 1000/3000) LCFF $254, 727 – Title II/LCFF BTSA SP including new position(2140/4035: 1000/3000)	$341, 655 – LCFF 3 new instructional coaches (1XXX: 1000/3000) LCFF $254, 727 – Title II/LCFF BTSA SP including new position(2140/4035: 1000/3000)
Goal 7: Maximize the focus of collaboration to better support struggling learners. Student scores for all subgroups will increase by 1% on all State Assessments including CAHSEE and CAASPP beginning in 2016-17	*Priority 4* *Priority 1* *District Goals 1 & 2*	7.1 Student scores for all subgroups will increase by 1% on all State Assessments including CAHSEE and CAASPP beginning in 2016-17. Provide intervention support	LEA-wide		See Goal 2(3A) SOS – LCFF $728,480 – CAHSEE intervention support (1118: 1000/3000) LCFF	See Goal 2(3A) SOS – LCFF $728,480 – CAHSEE intervention support (1118: 1000/3000) LCFF	See Goal 2(3A) SOS – LCFF $728,480 – CAHSEE intervention support (1118: 1000/3000) LCFF

Goal 8: Reduce Class size to increase engagement. Increase the technology access ratio by 2%, to foster 21st Century Learning Skills. Increase attendance and decrease drop-out rate by 1%.	*Priority 5* *Priority 6* *Priority 1* *District Goals 2 & 5*	8.1 Increase the number of computers for student access. 8.2 Reduce Class size to increase engagement 8.3 Increase attendance and decrease drop-out rate by 1%.	LEA-wide		$1,820,000 – CCSS technology(1850:4000/5000) $300,000 to reduce caseload by one student (1110: 1000/3000) LCFF	See goal 8 (3B) $300,000 to reduce caseload by one student(1110: 1000/3000) LCFF	See goal 8 (3B) $300,000 to reduce caseload by one student(1110: 1000/3000) LCFF
Goal 9: Decrease Suspension, Expulsion, and Dropout Rates for overrepresented subgroups. Increase counseling services (guidance, mental health, foster youth) by 20% in 2016-17	*Priority 5* *Priority 6* *District Goals 1 & 5*	9.1 Increase counseling services for all subgroups including training for cultural and poverty awareness for subgroups. 9.2 Add 3 Psychotherapist for SpEd counseling services 9.3 Homeless Support education to provide resources for low income students and foster youth	LEA-wide		$377,111 for 3 additional MFT counselors – Mental Health funds (5XXX: 2000/3000) $336,500 – 3 Psychotherapist - Mental Health funds (5XXX: 2000/3000) $162,660 – FY and SED student support – Title I (3010: 1000/2000) LCFF	$377,111 for 3 additional MFT counselors – Mental Health funds (5XXX: 2000/3000) $336,500 – 3 Psychotherapist - Mental Health funds (5XXX: 2000/3000) $162,660 – FY and SED student support – Title I (3010: 1000/2000) LCFF	$377,111 for 3 additional MFT counselors – Mental Health funds (5XXX: 2000/3000) $336,500 – 3 Psychotherapist - Mental Health funds (5XXX: 2000/3000) $162,660 – FY and SED student support – Title I (3010: 1000/2000) LCFF
Goal 10: Each site will increase the number of parents serving on committees.	*Priority 3* *District Goal 4*	10.1 Increase the number of parents serving on committees by 20% in 2016-17	LEA-wide		See Goal 9B	See Goal 9B	See Goal 9B

Goal 11: Provide advanced opportunities for parent training and leadership development	*Priority 3* *District Goal 4*	11.1 Advance Parent training opportunities	LEA-wide		$128, 000 ongoing, $48,000 for 4 additional PIQE programs - Title I(3010: 5000)	$184,000 growth programs – Title I (3010: 5000)	$193,200 growth programs – Title I (3010: 5000)
Goal 12: The District will provide ELA classes for EL parents, and will increase the number of parents taking courses by 20%.	*Priority 3* *District Goal 4*	12.1 Provide CBET classes for EL parents	LEA-wide		See Goal 12 Section 3- B		
Goal 13: The District will provide extended day/year interventions for all learners to maximize their opportunity to succeed.	*Priority 4* *Priority 5* *District Goal 2*	13.1 The District will provide extended day/year interventions for all learners.	LEA-wide		See Goal 2	See Goal 2	See Goal 2

B. Identify additional annual actions, and the LEA may include any services that support these actions, **above what is provided for all students that will serve low-income, English learner, and/or foster youth students** as defined in Education Code section 42238.01 and **students redesignated as fluent English proficient.** The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income students, English learners, foster youth and/or students redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities (from Section 2)**	**Actions and Services**	**Level of Service (Indicate if school-wide or LEA-wide)**	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: The District will increase the graduation rate by 2% by 2016-2017. AVID programs will be added at 2 additional sites, increase the number of students taking career interest surveys by20%.	*Priority 7* *Priority 2* *Priority 5* *District Goals 1 & 2*	1.1 For EL, RFEP, FY, and SED students: Provide an appropriately rigorous pathway in core subjects to support student success in AP classes. Add additional AVID program.	LEA-wide		$173,705 – AVID (4760: 1000/3000) LCFF	$198,520 AVID (4760: 1000/3000) LCFF	$198,520 AVID (4760: 1000/3000) LCFF
Goal 2: The District will improve the A-G completion rate 5% by 2016-2017 (15 course sequence for UC/CSU qualification).	*Priority 4* *District Goals 1 & 2*	2.1 Improve A to G completion rates by 5% in 2016-17. Focus subgroups (EL, RFEP, SED, FY) will close the gap by 1% annually. .	LEA-wide		See Goal 2(3A) for intervention classes Before/After school, Summer School, including salaries – LCFF	See Goal 2(3A) for intervention classes Before/After school, Summer School, including salaries – LCFF	See Goal 2(3A) for intervention classes Before/After school, Summer School, including salaries – LCFF

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 4: By 2016-2017, 88% of students will successfully complete courses required for graduation. Targeted subgroups will increase graduation and high school exit exam passage rates by 2%-5% annually until they reach 88%. Increase by 1.5% proficiency levels for EL students as measured by AMOA 1 and 2. At-risk students will be monitored by site RtI committees with oversight by APA's and Executive Director of Achievement.	*Priority 6* *Priority 4* *Priority 5* *Priority 7* *District Goals 1 & 2*	4.1 Target struggling EL, RFEP, SED, FY learners to receive focused intervention support to increase graduation and A to G rates Provide DO oversight of RtI programs at all sites. Monitor EL students to increase proficiency in ELA. Provide additional academic assessment and support for reclassified students who have not made adequate progress.	LEA-wide		$ 268,547 Exe Dir of Achievement Office, (3100: 1000/2000/3000) APA – (see goal 9,3B)	$ 268,547 Exe Dir of Achievement Office, (3100: 1000/2000/3000) APA – (see goal 9,3B)	$ 268,547 Exe Dir of Achievement Office, (3100: 1000/2000/3000) APA – (see goal 9,3B)
		4.3 Credit Recovery/Grade Remediation Support for EL, SED, and FY	Ontario HS		See Goal 4(3B) Before/After School salaries	See Goal 4(3B) Before/After School salaries	See Goal 4(3B) Before/After School salaries
		4.4 Target struggling EL, RFEP, SED, and FY learners who need additional math support for Alg/Int I skill development			$15,000 – BLAST math program(1300: 4000/5000) LCFF	$15,000 – BLAST math program(1300: 4000/5000) LCFF	$15,000 – BLAST math program(1300: 4000/5000) LCFF

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities (from Section 2)**	**Actions and Services**	**Level of Service (Indicate if school-wide or LEA-wide)**	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 5: The number of formal Achievement Teams at each site will increase by one team each year.	*Priority 8* *District Goals 1 & 2*	5.2 Focus collaboration for EL instruction 5.3 Reading Intervention Support for EL, FY, SED	LEA-wide		$75,000 – hourly/sub cost(4760: 1000/3000) $285,329 –Reading software, online access (4760: 4000/5000) $464,880 salaries (4760: 1000/3000) LCFF	$75,000 – hourly/sub cost(4760: 1000/3000) $285,329 – Reading software, online access (4760: 4000/5000) $464,880 salaries (4760: 1000/3000) LCFF	$75,000 – hourly/sub cost(4760: 1000/3000) $285,329 – Reading software, online access (4760: 4000/5000) $464,880 salaries (4760: 1000/3000) LCFF
Goal 7: Maximize the focus of collaboration to better support struggling learners. Student scores for all subgroups will increase by 1% on all State Assessments including CAHSEE and CAASPP beginning in 2016-17	*Priority 4* *District Goals 1 & 2*	7.2 Provide targeted instruction for eligible immigrant students. Provide additional assessment and support for reclassified students who have not made adequate progress.	LEA-wide		$146,000 – New Tiger Program (4760/3010/4203: 1000/2000/3000) $32,436 – intervention support materials (4760/4010/4203: 4000) LCFF	$146,000 – New Tiger Program (4760/3010/4203: 1000/2000/3000) $32,436 – intervention support materials (4760/4010/4203: 4000) LCFF	$146,000 – New Tiger Program (4760/3010/4203: 1000/2000/3000) $32,436 – intervention support materials (4760/4010/4203: 4000) LCFF

Goal 8: Reduce Class size to increase engagement. Increase the technology access ratio by 2%, to foster 21st Century Learning Skills. Increase attendance and decrease drop-out rate by 1%.	*Priority 5* *Priority 1* *Priority 6* *District Goals 1 & 2*	8.1 Increase the ratio of computers to students to increase engagement, add needed software programs for focused support for EL, RFEP, SED, and FY.	LEA-wide		$193,645 - Add 16 mobile computer labs, upgrade existing labs. (3010/4760/4203: 4000/5000) LCFF	$193,645 - Add 16 mobile computer labs, upgrade existing labs. (3010/4760/4203 : 4000/5000) LCFF	$193,645 - Add 16 mobile computer labs, upgrade existing labs. (3010/4760/4203 : 4000/5000) LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 9: Decrease Suspension, Expulsion, and Dropout Rates for overrepresented subgroups. Increase counseling services (guidance, mental health, foster youth) by 20% in 2016-17	*Priority 5* *Priority 6* *District Goals 2 & 7*	9.1 Increase counseling services for all subgroups with a focus on EL, RFEP, SED, FY. Provide APA to oversee and direct counseling services, and monitor the progress of redesignated students.	Districtwide		$1,234,900 for APA (2700: 1000/3000) LCFF	$1,234,900 for APA (2700: 1000/3000) LCFF	$1,234,900 for APA (2700: 1000/3000) LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 12: The District will provide ELA classes for EL parents, and will increase the number of parents taking courses by 20%.	*Priority 3* *District Goal 4*	12.1 Provide CBET classes for EL parents	LEA-wide		$93,000 (1110: 1000/3000) LCFF	$93,000 (1110: 1000/3000) LCFF	$93,000 (1110: 1000/3000) LCFF
Goal 13: The District will provide extended day/year interventions for all learners to maximize their opportunity to succeed.	*Priority 5* *Priority 4* *District Goal 2*	13.1 The District will provide extended day/year interventions for all learners.	LEA-wide		See Goal 2(3B)	See Goal 2(3B)	See Goal 2(3B)

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students 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 students in the district or below 40 percent of enrollment of unduplicated students at a school site 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 students in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Chaffey Joint Union HS School District will receive $9,081,673 in Supplemental Local Control Funding Formula Funds beginning in 2014-15. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.
CJUHSD will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: ELD teachers at every site, mental health support, site coordinators for family engagement, literacy and math coaches, and AVID at all of our high schools. The District also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, recruitment and retention of quality teachers, RtI administrative support and committees at each site, positive behavior support and restorative practices. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the schools as a whole but will also have a disproportionately positive impact on the targeted subgroups.

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

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income students, foster youth, and English learners provide for increased or improved services for these students in proportion to the increase in funding provided for such students in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated
students must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR
15496(a). 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 students as compared to the services provided to all students.

In an effort to increase and improve services to Low Income, English Learners and Foster Youth, we have increased instructional support by 32% for intervention programs. We have increased our direct administrative support to monitor RtI programs by 22%, and we have increased technology for student use for Low Income and ELs by 12%, as well as increasing technology support staff by 18%. We have increased AVID support by 18% to improve achievement in the District. These increases and improvements will allow us to meet our 5.02% Minimum Proportionality Percentage for the 2014-15 school year.

LCFF Summary:	**2014-15**
Estimated Total LCFF Funding	$191,043,610
Estimated Base Grant	$180,284,480
Estimated Total of Supplemental Grants	$9,081,673
Proportional Increase or improvement in services for low income/English learner/foster youth students as compared to the services provided to all students in that fiscal year	**5.04%**

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Educational Program Terms

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

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

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

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

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

CJUHSD: Chaffey Joint Union High School

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

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

ELA: English Language Arts classes

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

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

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

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

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

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

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

PD: Professional Development training for staff

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

RFP: Redesignated Fluent English Proficient.

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

SARB: School Attendance Review Board

LCFF and LCAP: Some Key Terms

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

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

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

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

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

CTE: Career Technical Education

SBCOE: San Bernardino County Office of Education

DELAC: District English Learner Advisory Committee

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

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

DELAC: District English Language Advisory Committee

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

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

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

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

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

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

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

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