

Introduction:

LEA: Pathways To College K8 Charter School Contact (Name, Title, Email, Phone Number): Sonya E. Joyner, PhD, Executive Director/Principal, sonya.joyner@pathwaysk8.com, 760-949-8002 ex 6910 LCAP Year: 2016-17

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
<p>Pathways to College sought the input of applicable stakeholders through a series of open forum meetings with various stakeholder participation –November 9, 2015 for staff; November 11, 2015 for parents and community; November 18, 2015, for board members; December 7, 2015 for HUSD board members; February 10, 2016 for a recap for board members; and March 9 2016, as well during the monthly PTC and ELAC parent meetings. Flyers and posters were made to advertise the meetings, notifications were sent home with the students, a personal phone call was made to all the families of the students, and a one-call was placed to advise and notify of the meetings. All meetings were presented in English and Spanish, as needed, and all stakeholders were invited to all meetings. Additionally, in February, two separate surveys, to assess satisfaction and need, were given to parents/caregivers and students. Two meeting were also held with Hesperia Unified School District, our authorizer, in January and March. In the stakeholder meetings, the funding process and how it relates to our campus was discussed. The</p>	<p><i>Information was provided that detailed student improvement as analyzed through the universal screener, Renaissance STAR reports and the CAASPP. During the meetings, participants were given an opportunity to ask questions, provide oral feedback, and/or to provide written feedback to the Executive Director/Principal with regards to the eight priorities and the needs of the school.</i></p> <p><i>Based upon analyzed and categorized information gleaned from the meetings, the following areas continued to be identified as areas of need:</i></p> <p><i>Increased core and support materials to administer and sustain a high rigor, research-based curricular program</i></p>

<p>Smarter Balanced, Common Core State Standards, and accountability was defined and discussed in each meeting. The identification of learner categories, strategies, and focus areas for each population was presented. Data from demographics, the surveys, formative and summative assessments, program implementation and/or maintenance, and student information system (outside of demographic information), was presented and discussed. The discussions, suggestions, and ideas provided from the different meeting groups were analyzed and categorized to assist in identifying and determining needs, patterns, and trends. The needs, patterns and trends were shared with Board members, and then used to develop goals. After developing broad goals, specific strategies and actions were highlighted with which to accomplish and measure the goals. Expenditures associated with the goals, actions, and strategies were identified.</p>	<p><i>that implements the common core content for diverse learners at different learning levels, to effectively conduct the Response to Intervention (RTI) program to meet the academic needs of all learners, and to increase the technological knowledge and the integration of technology for all learners.</i></p> <p><i>Create common assessments to measure learning and adjust teaching strategies. Incorporate multiple ways to measure learning.</i></p> <p><i>Ensure highly qualified teachers and staff that understand the unique needs of students. Provide staff with relevant professional development opportunities.</i></p> <p><i>Extend opportunities for hands-on, experiential, creative thinking activities that to provide increased meaningful and relevant learning.</i></p> <p><i>Extend collaboration efforts at and across of levels of the school.</i></p> <p><i>Expand efforts to provide new facilities.</i></p>
<p>Annual Update: Stakeholders were continuously updated on progress of the LCAP, as well as the progress of students. The update occurred during various meetings throughout the year for the different stakeholder groups. There was an understanding and consensus that the goals needed to be maintained until reached. Data from universal screeners as well as past data from high stakes testing was presented as it related to goals, actions, and/or expenditures. This information was then used to gage progress or appropriateness of measureable outcomes as it related to required state and local metrics.</p>	<p>Annual Update: Upon stakeholder feedback from the previous year the school day was lengthened. Individual student achievement was consistently raised but continues to be an area of concern until all students are on or above grade level and for incoming students. The curriculum is more aligned with common core standards and easier for the instructional staff to access in some areas. However this continues to be a focus until all core academic areas are addressed.</p>

<p>In February, based on the newly written charter petition and the data presented to the authorizing district, Pathways to College was renewed for an additional five years.</p> <p>Stakeholders will continue to be updated through monthly and bi-yearly meetings to inform on progress and changes needed as the unique needs of the students become more evident.</p>	<p>Charts and information are provided through monthly Board meeting minutes, the website, and through district and parent notifications, throughout the school year, showing through quantitative data how the campus is progressing with each goal. Based on progression of lack thereof, adjustments to goals consistently made.</p>
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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:	Conditions of Learning and Pupil Outcomes: Create a community of learners that are provided with rigorous high-quality curriculum and instruction to engage and meet the needs of all learners, so that students are at or above grade level.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase the academic proficiency and preparedness of all students.	
Goal Applies to:	Schools: Pathways to College K8 Charter School	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Continue to move all students toward at grade level or above grade level as measured by a universal screener and monitored through common assessments. At least 90% of students will increase achievement level by one or more grade levels.	
Actions/Services	Scope of Service	Budgeted Expenditures

Continue to recruit, hire, and retain highly qualified, effective teachers by increasing salaries to stay as competitive as we can with neighboring districts and recognizing higher degrees.	School wide	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$146,463
Continue to recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings.	School wide	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$115,148
Continue to employ an interventionist to help provide educational interventions, employ research-based strategies, and monitor the progress of students who are at-risk to ensure process fidelity.	School wide	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$63,860
Continue to ensure that systems, including induction programs are in place to support and foster the continuous development of teacher and managers in years 1-3, which will ensure fully credentialed, highly-qualified instructional personnel.	School wide	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,000
Update CCSS aligned core curricular and support materials to continue to prepare students for college and career readiness.	School wide	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$115,092
Continue to provide appropriate and ongoing professional development as individual staff member and student needs dictate.	School wide	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,500

Continue to monitor the assessment program for accountability to CCSS and to adjust instructional strategies and provide appropriate differentiation to meet individual needs of learners.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Pre-identified (Curriculum, Prof. Dev.)
Continue to replace, update and enhance various types of technology to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create products utilizing information, tools, and skills.	School wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$20,000
Continue to utilize integrated software programs for Math and Language Arts to meet the needs of individual learners, especially those deemed at-risk, as well as to enrich and challenge learning.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$20,000
Continue to utilize the Smarter Balanced Digital Library, provided by the California Assessment of Student Performance and Progress (CAASPP), to provide additional professional development, to adjust ongoing teaching and learning strategies, to improve students' attainment of curricular learning targets/goals, and provide activities engaging activities and opportunities.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$0
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Continue to move all students toward at grade level or above grade level as measured by a universal screener and monitored through common assessments. At least 95% of students will increase achievement level by one or more grade levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL	

Continue to recruit, hire, and retain highly qualified instructional personnel to meet the needs of a growing population as we move into a new campus.	School wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$149,008
		<u> </u> X <u> </u> ALL	
Continue to recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings.	School wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$122,000
		<u> </u> X <u> </u> ALL	
Continue to employ an interventionist to help provide educational interventions, employ research-based strategies, and monitor the progress of students who are at-risk to ensure process fidelity.	School wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$66,500
Continue to ensure that systems, including induction programs are in place to support and foster the continuous development of teacher and managers in years 1-3, which will ensure fully credentialed, highly-qualified instructional personnel.	School wide	<u> </u> X <u> </u> ALL	\$13,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to update CCSS aligned core curricular and support materials to continue to prepare students for college and career readiness.	School wide	<u> </u> X <u> </u> ALL	\$50,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to provide appropriate and ongoing professional development as individual staff member and student needs dictate.	School wide	<u> </u> X <u> </u> ALL	\$15,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to monitor the assessment program for	School	<u> </u> X <u> </u> ALL	Pre-identified

accountability to CCSS and to adjust instructional strategies and provide appropriate differentiation to meet individual needs of learners.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(Curriculum and Prof Dev.)
Continue to replace, update and enhance various types of technology to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create products utilizing information, tools, and skills.	School wide	<input checked="" type="checkbox"/> ALL	\$20,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to utilize integrated software programs for Math and Language Arts to meet the needs of individual learners, especially those deemed at-risk, as well as to enrich and challenge learning.	School wide	<input checked="" type="checkbox"/> ALL	\$20,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	School wide	<input checked="" type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All students that have been enrolled at Pathways to College K8 Charter School for at least the past three years, exclusive of all of those identified with special needs, will have attained at or above grade level signifiers on universal screeners and common assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL	
Continue to recruit, hire, and retain highly qualified instructional personnel to meet the needs of a growing population as enrollment continues to increase.	School wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$215,445
		<input checked="" type="checkbox"/> ALL	

Continue to recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings.	School wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$130,000
		_X_ALL	
Continue to employ an interventionist to help provide educational interventions, employ research-based strategies, and monitor the progress of students who are at-risk to ensure process fidelity.	School wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,700
Continue to ensure that systems, including induction programs are in place to support and foster the continuous development of teacher and managers in years 1-3, which will ensure fully credentialed, highly-qualified instructional personnel.	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$10,000
Continue to update CCSS aligned core curricular and support materials to continue to prepare students for college and career readiness.	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$50,000
Continue to provide appropriate and ongoing professional development as individual staff member and student needs dictate.	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$10,000

Continue to monitor the assessment program for accountability to CCSS and to adjust instructional strategies and provide appropriate differentiation to meet individual needs of learners.	School wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Pre-identified (Curriculum and Prof Dev.)
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<p>Continue to replace, update and enhance various types of technology to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create products utilizing information, tools, and skills.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$10,000</p>
<p>Continue to utilize integrated software programs for Math and Language Arts to meet the needs of individual learners, especially those deemed at-risk, as well as to enrich and challenge learning.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$30,000</p>
	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>GOAL:</p>	<p>Conditions of Learning, Pupil Outcomes, and Engagement: Create a sustained culture of collaboration to enhance and maintain professional communication within and among all professional levels, students, and parents throughout the school.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
<p>Identified Need :</p>	<p>Improve student academic programs including but not limited to purposeful communication, planning, implementation, with a focus on meeting the needs of every student inclusively.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Pathways to College K8 Charter School</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Student academic achievement will increase from the previous year by more than a year's growth level of achievement as evidenced by performance monitoring data resulting from intensive interventions designed for individual student needs and interest. At least 90% of students will increase achievement level by one or more grade levels.</p>		

Parent involvement in their student's academia will increase by 10% more than previous year			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PLCs continue to strengthen and progress as they focus on disaggregating and using data to inform and adjust instruction while leading to increased individual student improvement.	School wide	<input checked="" type="checkbox"/> ALL	\$7,500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities. (Additional students will require the additional funds.)	School wide	<input checked="" type="checkbox"/> ALL	\$2,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to design lessons to create collaborative environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.	School wide	<input checked="" type="checkbox"/> ALL	\$5,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Student academic achievement will increase from the previous year by more than a year's growth level of achievement as evidenced by performance monitoring data resulting from intensive interventions designed for individual student needs and interest. Parent involvement in their student's academia will increase by 10% more than previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PLCs continue to strengthen and progress as they focus on disaggregating and using data to inform and adjust instruction while leading to increased individual student improvement.	School wide	<input checked="" type="checkbox"/> ALL	\$7,500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Continue communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities. (Additional students will require the additional funds.)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2000</p>
<p>Continue to design lessons to create collaborative environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$5,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Student academic achievement will increase from previous the year by more than a year's growth level of achievement as evidenced by performance monitoring data resulting from intensive interventions designed for individual student needs and interest. Parent involvement in their student's academia will increase by 10% more than previous year.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>PLCs continue to strengthen and progress as they focus on disaggregating and using data to inform and adjust instruction while leading to increased individual student improvement.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$7,500</p>
<p>Continue communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities. (Additional students will require the additional funds.)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$5,000</p>
<p>Continue to design lessons to create collaborative</p>	<p>School</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$50,000</p>

environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____
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GOAL:	Conditions of Learning, Pupil Outcomes, and Engagement: Create a safe, secure, caring, and stimulating atmosphere in which students can grow and mature, educationally, emotionally, intellectually, physically, and socially.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	Maintain a culturally responsive learning environment that meets the needs of diverse learners.
Goal Applies to:	Schools: Pathways to College K8 Charter School Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase attendance rate to 96%. Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than previous year. Reduction of discipline referrals by five percent. Reduction of in-school suspensions to eight percent. Reduction of out-of-school suspension to three percent. Reduction of expulsions to zero percent.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all facilities, equipment, and materials are welcoming and in good condition and conducive to a safe learning environment; repairing, updating, and/or replacing as the need arises. Continue renting restroom facilities for student use.	School wide	<input checked="" type="checkbox"/> ALL	\$10,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Implement and maintain a consistent positive behavior intervention and support program to create a risk-free environment that is more	School wide	<input checked="" type="checkbox"/> ALL	Pre-identified in Pro. Dev.)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

effective in achieving academic and behavioral goals; that teaches new and appropriate behaviors to replace those that may be barriers to success, to ensure equality, and to help in developing happy, healthy, successful students.		__ Other Subgroups:(Specify)_____	
Continue the VIP Program to increase behavior and use as incentive and rewards for accomplishments and attendance.	School wide	<u> X </u> ALL	\$6,000
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Continue and refine enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents.	School wide	<u> X </u> ALL	\$30,000
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Continue and refine parenting classes to increase parent communication and engagement with their students, to continue to help parents become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.	School wide	<u> </u> ALL	\$10,500
		OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase attendance rate to 96%. Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than previous year. Reduction of discipline referrals by five percent. Reduction of in-school suspensions to eight percent. Reduction of out-of-school suspension to three percent. Reduction of expulsions to zero percent.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Move-in to new facilities to meet the needs of	School	<u> X </u> ALL	\$100,000

students.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement and maintain a consistent positive behavior intervention and support program to create a risk-free environment that is more effective in achieving academic and behavioral goals; that teaches new and appropriate behaviors to replace those that may be barriers to success, to ensure equality, and to help in developing happy, healthy, successful students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Pre-identified in Pro. Dev.)
Continue the VIP Program to increase behavior and use as incentive and rewards for accomplishments and attendance.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000
Continue and refine enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents.	School wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000
Continue and refine parenting classes to increase parent communication and engagement with their students, to continue to help parents become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.	School wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase attendance rate to 97%. Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than previous year. Reduction of discipline referrals by five percent.
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	Reduction of in-school suspensions to three percent. Reduction of out-of-school suspension to zero percent. Reduction of expulsions to zero percent.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all facilities, equipment, and materials are welcoming and in good condition and conducive to a safe learning environment; repairing, updating, and/or replacing as the need arises	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10,000
Implement and maintain a consistent positive behavior intervention and support program to create a risk-free environment that is more effective in achieving academic and behavioral goals; that teaches new and appropriate behaviors to replace those that may be barriers to success, to ensure equality, and to help in developing happy, healthy, successful students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Pre-identified in Pro. Dev.)
Continue the VIP Program to increase behavior and use as incentive and rewards for accomplishments and attendance.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,000
Continue and refine enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$30,000
Continue and refine parenting classes to increase		<input type="checkbox"/> ALL	\$10,500

parent communication and engagement with their students, to continue to help parents become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.

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

GOAL:	Pupil Outcomes and Engagement: Involve parents, families, the community, and the authorizing district in decision making and as stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ <input checked="" type="checkbox"/> 6__ <input checked="" type="checkbox"/> 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need : Provide opportunities for parents, families, and community to become more active participants in the educational environment.

Goal Applies to: Schools: Pathways to College K8 Charter School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than was increased the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with parent liaison to organize and communicate with room parents, coordinate fund raisers, coordinate field trips, etc.	School wide	<input checked="" type="checkbox"/> ALL	\$17,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Increase parental involvement and voice with continued monthly discussion groups or “Koffee Klatches”, ELAC and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress on new school, parental involvements, etc.	School wide	<input checked="" type="checkbox"/> ALL	\$2,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Increase involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents to use skills.	School wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Pre-Identified (Goal 3)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than was increased the previous year..		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with parent liaison to organize and communicate with room parents, coordinate fund raisers, coordinate field trips, etc.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,000
Increase parental involvement and voice with continued monthly discussion groups or “Koffee Klatches”, ELAC and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress on new school, parental involvements, etc.	School wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000
Increase involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents to use skills.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Pre-identified (Goal 3)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than previous year.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with parent liaison to organize and communicate with room parents, coordinate fund raisers, coordinate field trips, etc.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$19,000
Increase parental involvement and voice with continued monthly discussion groups or “Koffee Klatches”, ELAC and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress on new school, parental involvements, etc.	School wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,000
Increase involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents to use skills.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Pre-identified (Goal 3)

GOAL:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
LCAP Year 1: xxxx-xx			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: xxxx-xx

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL	

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: xxxx-xx

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		__ALL	

OR:

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

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Conditions of Learning and Pupil Outcomes: Create a community of learners that are provided with rigorous high-quality curriculum and instruction to engage and meet the needs of all learners, so that students are at or above grade level.			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: Pathways to College K8 Charter School Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	Students will show at least one to one and one-half year grade level academic growth from their current level of achievement, by the end of the school year. The growth will be measured by a universal screener to be administered three times a year, as well as by common assessments prepared as benchmarks to monitor improvement.	Actual Annual Measurable Outcomes:	Grade 8 7 6 5 4 3 2 1	Math 81% 61% 71% 69% 81% 83% 93% 85%	Language Arts 81% 74% 50% 69% 77% 71% 45% 31%	
LCAP Year: 2015-16						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures
Recruit, hire, and retain highly qualified, effective teachers by increasing salaries to stay competitive with neighboring districts, and recognizing staff members who have attained higher degrees.		\$130,632	One teacher has an internship permit, two teachers on a short-term staff permit, while all other teachers are fully credentialed. Teachers on a short-term staff permit where employed due to the unexpected resignation of one teacher and death of another. It was not possible to find a highly qualified teacher mid-year.			\$130,632
Scope of service:	School wide		Scope of service:	School wide		

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings.		\$109,175	Originally the budget was planned to increase salaries by a total of \$28,900, however this was greatly exceeded due to salaries being raised to be competitive with local district salary schedules.		\$109,175
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Employ an interventionist to help provide educational interventions and enrichment, employ research-based strategies, and monitor the progress of students who are at-risk to ensure process fidelity.		\$50,000	Moved a highly qualified teacher into the interventionist position.		\$50,000
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Ensure that systems, including induction programs are in place to support and foster the continuous development of teachers and managers in years 1-3, which will ensure fully credentialed, highly qualified instructional personnel.		\$13,000	4 teachers completed the second year of the BITSA program and 1 teacher fulfilled the requirements for year 1.	\$9,125
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Guarantee that students have access to a viable and research-based curriculum and support materials that are aligned to Common Core State Standards (CCSS). The focus of the curriculum and support materials must highlight creativity, critical thinking, authentic engagement, and collaboration to adequately meet the unique needs		\$75,000	Curriculum was adopted and purchased, as well as supporting materials that are aligned to and support the Common Core State Standards.	\$74,441
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide appropriate and ongoing professional development to equip, maintain, and enhance		12,500	Teachers and administration attended or were provided professional development throughout the	\$13,981

<p>the knowledge and skills of all staff members: to help maintain high-quality competency, to stay relevant with the most current and effective research-based instructional strategies, and develop a deeper understands of CCSS.</p>		<p>school year.</p>	
<p>Scope of service:</p>	<p>School wide</p>	<p>Scope of service:</p>	<p>School wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Begin to create common assessments and monitor the overall assessment program to ensure accountability for CCSS for both students and teachers, to align the curriculum and readiness skills for students with the standards, and to monitor the progress of students by disaggregating relevant quantitative and qualitative information to adjust instructional strategies and provide appropriate differentiation to meet individual needs of learners.</p>	<p>Pre-identified (Curriculum, Prof. Dev.)</p>	<p>Common assessments began to be created, but will continue throughout the next school year.</p>	<p>Pre-identified (Curriculum, Prof. Dev.)</p>
<p>Scope of service:</p>	<p>School wide</p>	<p>Scope of service:</p>	<p>School wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Continue to replace, update, and enhance various types of technology to access, research, organize, manage, analyze and evaluate information; to critically think and function, and to create products utilizing information, tools, and skills.		\$40,000	Chomebooks and carts were purchased in a continuing quest to have a one-to-one ratio for all students. Projectors were purchased or replaced, and document cameras were purchased.	\$40,000
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement integrated software programs (that can be accessed from both school and home) for both Math and Language Arts to meet the needs of individual learners, especially those deemed at-risk, as well as to enrich and challenge learning.		\$20,000	Integrated software programs were purchased in single and multi-year agreements.	\$20,000
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Utilize the Smarter Balanced Digital Library, provided by the California Assessment of Student Performance and Progress (CAASPP), to provide additional professional development,		\$0	Teachers and students are becoming more familiar with the usage of Smarter Balanced Digital Library.	\$0

to adjust ongoing teaching and learning strategies, to improve students' attainment of curricular learning targets/goals, and provide engaging activities and opportunities.				
Scope of service:	School Wide		Scope of service:	School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		Pathways to College will continue to provide increases in salaries to recruit and retain high-quality personnel. Additionally, PTC will use its funding to continue to build a viable, guaranteed, research-based curriculum, and to acquire technology and support material to support the academic needs and requirements of all individual learners.		

Original GOAL from prior year LCAP:	Conditions of Learning, Pupil Outcomes, and Engagement: Create a sustained culture of collaboration to enhance and maintain professional communication with and among all professional levels, students, and parents throughout the school.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____		
Goal Applies to:	Schools:	Pathways to College			
	Applicable Pupil Subgroups:		All		
Expected Annual Measurable Outcomes:	Student academic achievement will increase from current level of achievement, as evidenced by performance monitoring data resulting from intensive interventions designed for individual student needs and interest. Parent Involvement in their student's academia	Actual Annual Measurable Outcomes:	Grade	Math	Language Arts
			8	81%	81%
			7	61%	74%
			6	71%	50%
			5	69%	69%
			4	81%	77%

will increase by 10%.		3	83%	71%
		2	93%	45%
		1	85%	31%
		Parent involvement increased 5%.		
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Redefine Professional Learning Communities (PLCs) to focus on building and maintaining school and individual student improvement (including PLC development training, set up of PLC collaboration room, supplies, etc.)		\$12,500	Pathways to College hired a Language Arts teacher for the junior high level. The instructor taught four periods of junior high Language Arts inclusive of two periods with English learners. The length of the school day, did not allow for two separate periods of classes.	
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Design and implement a more responsive education and communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities.		\$2,000	Updated and enhanced our School Wise system.	
Scope of service:	School wide		Scope of service:	School wide
			\$2,324	

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Begin to design lessons to create collaborative environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.		Pre-identified (Curriculum, Prof. Dev.)	Lessons continue to be designed to meet the needs of students.		Pre-identified (Curriculum, Prof. Dev.)
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		More teachers will be trained in PLCs so teachers can continue to learn and understand how to develop and utilize collaborative lessons and common assessments.			
Original GOAL from prior year LCAP:	Conditions of Learning, Pupil Outcomes, and Engagement: Create a safe, secure, caring, and stimulating atmosphere in which students can grow and mature, educationally, emotionally, intellectually, physically, and socially.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____		

Goal Applies to:		Schools: Pathways to College			
		Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Increase attendance rate to 95%. Increase parent participation in PALS, ELAC, overall school involvement by ten percent. Reduction of discipline referrals by five percent. Reduction of in-school suspensions to ten percent. Reduction of out-of-school suspension to five percent. Reduction of expulsions to one percent.		Actual Annual Measurable Outcomes:	Attendance rate was 95%. Parent participation in PALS, ELAC, etc increased by 3%. Discipline referrals increased by 58%. In-School suspensions increased by 23%. Out-of- School suspensions increased by 5%. Expulsions reduced to 0%.	
	LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Ensure all facilities, equipment, and materials are welcoming and in good condition and conducive to a safe learning environment; repairing, updating, and replacing as the need arises. Continue renting restroom facilities for student use.		\$41,200	Restroom facilities were rented and maintained, select classrooms were painted, the cafeteria was painted, and the cafeteria floor was replaced.		\$57,064
Scope of service:	School wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> 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)_____		

Implement and maintain a consistent positive behavior intervention and support program to create a risk-free environment that is more effective in achieving academic and behavioral goals; that teaches new and appropriate behaviors to ensure equality, and to help in developing happy, healthy, successful students.		Pre-identified in Prof. Dev.)	A discipline committee was initiated to develop school wide goals and expectations, based on provided training.	Pre-identified in Prof. Dev.)
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement the VIP program to enhance academics, improve behavior, increase parent involvement, and improve and recognize academic accomplishments, and improve and recognize attendance.		\$5,000	The VIP program was successful but	\$5,641
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents; such as		\$40,500	Robotics, design, technology, drama, color guard, dance, and dance were begun this school year	\$17,515

instrumental or voice music, robotics, design, technology, drama, athletics, etc.				
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement parenting classes to increase parent communication and engagement, to help parents work effectively with their students, to help parent become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.		\$10,500	Parenting classes were implemented on a limited basis.	
Scope of service:	School wise		Scope of service:	School wise
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		Incentives will be developed, a plan will be developed to attempt to offer classes during the day and the evenings, and babysitting offered to help increase parent interest and participation.	
Original GOAL from prior year LCAP:	Pupil Outcomes and Engagement: Involve parents, families, the community, and the authorizing district in decision making and as stakeholders.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> _ 5_ <input checked="" type="checkbox"/> _ 6_ <input checked="" type="checkbox"/> _ 7_ <input checked="" type="checkbox"/> _ 8_ <input checked="" type="checkbox"/> _ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Pathways to College	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase parent participation in PALS, ELAC overall school involvement by ten percent. Creation of an outdoor playground supported by the KABOOM grant by November 2015.	Actual Annual Measurable Outcomes:	Parent participation was increased by 5%. The KABOOM grant had to be declined and possibly postponed due to difficulties in getting the new school project going as originally planned.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire a parent liaison. Create committees and group of parents and community members to work with PALS liaison and school administration to facilitate work necessary to construct outdoor playground for students.		\$15,000	A parent liaison was hired who created committees and groups of parents but instead of working on constructing outdoor playground, worked with administrators, PALS, ELAC, and other staff members to create and promote school events.
Scope of service:	School wide	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Implement monthly discussion groups or coffee klatches to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress on new school, parental involvements, etc.		\$2,000	Coffee klatches, ELAC meetings, PALS meeting were monthly to increase parent involvement and discuss concerns, issues, and celebrations		\$560
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Increase involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents to use skills.		Pre-identified	Activities were created to include parents who mainly speak Spanish and lower income parents to help them feel more included and become more involved.		Pre-identified
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Scope of service:		Scope of service:	
__ALL		__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 to be extended to create activities to involve more parents.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____

- 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.

	%
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of

first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

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

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

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

01-13-15 [California Department of Education]