

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Palisades Charter High School Contact: Pam Magee, Exec Director/Principal pmagee@palihigh.org (310) 230-6630 LCAP Year: 2014

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.

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. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>PCHS involved stakeholder groups representing our administrative leadership team, faculty, parents, students, and school community. Stakeholders have been informed of and involved in the planning process through email blasts, monthly newsletters, telephone calls home, special surveys, website postings, and large parent forums such as Open House, as well as smaller parents meetings such as PTSA and PIQE (Parent Involvement for Quality Education) composed on parents of primarily high needs Latino students.. The LCAP development has been discussed monthly at board meetings since the beginning of the school year.</p> <p>The school's Long Term Strategic Planning Committees, which are made up of parents, staff, and students meet monthly to monitor the school's progress toward schoolwide long range goals established during the WASC accreditation process. The LTSP recommended school budget priorities based on the five-year plan. These recommendations were shared with the larger stakeholder groups to get additional feedback to develop the LCAP. The LCAP was incorporated into the 2014-15 budget planning calendar, materials, and proposal approved by the Board of Trustees.</p> <p>PCHS used the following data for the goal setting process: CAHSEE practice test, CAHSEE pass rate, CST ELA and Math proficiency rates, English learner reclassification rate, Long Term English Learner rate, attendance rate, suspension rate, expulsion rate, course enrollment and completion data, graduation rate, A-G progress and completion rate, monitoring data, facility inspection/safety plan data, and survey data.</p>	<p>PCHS stakeholders identified the following three priority categories for the LCFF and LCAP:</p> <ol style="list-style-type: none"> 1. <i>Increased Support for High Needs Students</i> - Class size reduction in priority classes, summer school for credit recovery, summer bridge program for students at a high risk for failure, transportation scholarships, 9th grade iPad program support and expansion, additional enrichment classes and support programs including Math Engineering Science Achievement (MESA), The Village Nation (TVN), Fuerza Unida, independent studies, tutoring, Educationally Related Mental Health Services (ERMHS), Parent Involvement for Quality Education (PIQE), and Temescal Academy. Additional professional development days to provide teacher training in areas most needed areas such as differentiated, focused instruction. 2. <i>Schoolwide Priorities</i> - Class size reduction to reach a campus-wide cap, professional development and instructional coaching for certificated and classified staffs to support common core state standards implementation/college and career readiness for all student, stable and consistent technology, continue growth of 1:1 mobile device program beyond 9th grade, increased parent/school communication and parent/school community involvement in providing input regarding school programs. 3. <i>Safety/Facilities/Healthy Educational Environment</i> - Clean air for all classrooms and campus facilities, upgrades to Temescal building and all classrooms, and additional security personnel.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
100% of all teachers are fully credentialed and appropriately assign	Teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately assigned	All students	PCHS		100% <i>3 Teachers without Credential (Costa/Smith Sisters)</i>	100%	100%	State Priority #1 Basic Services A. Teachers The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed
All students have access to standards aligned-instructional materials	All students will have access to standards aligned materials	All students	PCHS		100% <i>(GOAL MET)</i>	100%	100%	State Priority #1 Basic Services B. Instructional materials Every student has sufficient access to standards –aligned instructional materials)(E.C. 60119)
All school facilities are maintained and in good repair; ensure a safe and healthy educational environment	All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.	All students	PCHS		Daily spot checks and 90% compliance on inspection list <i>(95%-98%)</i>	Daily spot checks and 90% compliance on inspection list <i>(95%-98%)</i>	Daily spot checks and 90% compliance on inspection list <i>(95%-98%)</i>	State Priority #1 Basic Services C. Facilities – School facilities are maintained in good repair (E.C. 17002(d)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
100% Implementation of Common Core State Standards (CCSA)	<p>School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups.</p> <p>School will seek to implement academic content and performance standards for all core subjects <i>as they are adopted by the state.</i></p> <p>Teachers will participate in annual professional development on the implementation of CCSS</p> <p>All students will gain academic content knowledge through the implementation of state-adopted academic content and</p>	All students	All		100% <i>(S/B 50%)</i>	100% <i>(S/B 75%)</i>	100% <i>(S/B 90%)</i>	<p>State Priority #2 Implementation of Common Core State Standards (CCSA) A. Implementation</p> <p>Implementation of state- adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	performance standards							
100% Implementation of Common Core State Standards (CCSA) for EL students	All EL students will gain academic content knowledge through the state-adopted academic content performance standards and performance standards	EL students	All		100% <i>(S/B 50%)</i>	100% <i>(S/B 75%)</i>	100% <i>(S/B 90%)</i>	State Priority #2 Implementation of Common Core State Standards (CCSA) State Priority #2 – Implementation of Common Core State Standards (CCSA) B. EL Students and Academic Content Knowledge Implementation of state- adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	School will provide opportunities for parent involvement School will provide opportunities for parent input in committee meetings and informational sessions	All students	All		3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	State Priority #3 – Parental involvement, including parent participation and efforts to seek parent input for decision-making
All students will meet or exceed targets for growth in Statewide Assessments once set by the State	Students, including all significant student subgroups (Hispanic or Latino, Socio economically Disadvantaged, English Learners, and Students w/ Disabilities), will meet or exceed targets for growth once set by the State on the CA ASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics including the CAHSEE	All students	All		Meets or exceeds targets for growth	Meets or exceeds targets for growth <i>(Baseline Data Targets Sent)</i>	Meets or exceeds targets for growth	State Priority #4 Student Achievement as measured by State wide assessments in ELA and Mathematics

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
School will meet annual API growth target set by the state	School will meet annual API growth target or goal set by CA Dept. of Ed	All students	All		Meets target for growth <i>(Establish Baseline)</i>	Meets target for growth <i>(Baseline Target Set)</i>	Meets target for growth	State Priority #4 Student Achievement as measured by API
All students are on track to be college and career ready	All students are on track for college and career preparation; develop partnerships with colleges and career centers to improve post school success	All students	All		Annual growth in EAP% in ELA and math Increase post school success evidenced by 5% annual increase in college enrollment/ Employment 1 yr out of high school <i>(EAP</i>	Annual growth in EAP% in ELA and math Increase post school success evidenced by 5% annual increase in college enrollment/ Employment	Annual growth in EAP% in ELA and math Increase post school success evidenced by 5% annual increase in college enrollment/ Employment	State Priority #4 Student Achievement measured by College and Career Readiness

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<i>SCORE Baseline will be established *AFTER SBAC (CASP) 51% English 67% Math</i>	1 yr out of high school	1 yr out of high school	
EL students will advance one level on the CELDT	EL students will advance each academic year on the CELDT	EL students	All		<i>70% advance (TBD – Gather CELDT Scores and EL Reclassification)</i>	75% advance	80% advance	State Priority #4 Student Achievement measured by EL progress
EL students will be reclassified as fluent English proficient annually	EL students will be reclassified as fluent English proficient annually	EL students	All		Meets target for growth	Meets target for growth	Meets target for growth	State Priority #4 Student Achievement measured by EL reclassification rates
80% of students taking AP exams will pass with a score of 3 or above	Students taking AP exams will score 3 or above	All students	All		<i>80% meet growth target (Change to 77% & increase access/participation- not scores)</i>	<i>85% meet growth target (Change to 80% & increase access/participation- not scores)</i>	<i>90% meet growth target (Change to 80% & increase access/participation- not scores)</i>	State Priority #4 Student Achievement measured by AP exam passage rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
100% of students will demonstrate college preparedness	Increase annually by 5% the number of students will pass EAP exams and graduating seniors with A-G will increase annually for all subgroups <i>(Change to 3%)</i>	All students	All		Annual increase in EAP and graduation rate with A-G for all subgroups <i>(Change to "Will meet eligibility for college level courses")</i>	Annual increase in EAP and graduation rate with A-G for all subgroups <i>(Change to "Will meet eligibility for college level courses")</i>	Annual increase in EAP and graduation rate with A-G for all subgroups <i>(Change to "Will meet eligibility for college level courses")</i>	State Priority #4 Student Achievement measured by College preparedness/EAP
School will maintain high ADA rate (at or above current 96.1%)	School will maintain high ADA rate	All students	All		ADA at or above 96.1% <i>(Through Semester 1 – Meeting goal at 96.5%)</i>	ADA at or above 96.1%	ADA at or above 96.1%	State Priority #5 Student engagement measured by school attendance rates
Number of students reaching 5% threshold for absenteeism will decrease	Students reaching 5% threshold for absenteeism will decrease	All students	All		Decreasing chronic absentee rates <i>(ID 5+ Unexcused/ Uncleared Absences per semester?)</i>	Decreasing chronic absentee rates	Decreasing chronic absentee rates	State Priority #5 Student engagement measured by chronic absentee rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Graduation rates will increase annually by 1% (currently 94.3%)	Graduation rates will increase annually by 1%	All students	All		Graduation rate increases by 1%	Graduation rate increases by 1%	Graduation rates increases by 1%	State Priority #5 Student engagement measured by high school dropout rates
School will meet or exceed the 90% graduation rate established by CDE	Graduation rates will meet or exceed 90%	All students	All		Graduation rate meets or exceeds 90%	Graduation rate meets or exceeds 90%	Graduation rate meets or exceeds 90%	State Priority #5 Student engagement measured by high school graduation rates
School will decrease suspension rate	School will decrease suspension rate	All students	All		Suspension rate lower than previous year <i>(School will maintain suspension rates lower than 2.5%)</i>	Suspension rate lower than previous year	Suspension rate lower than previous year	State Priority #6 School climate as measured by pupil suspension rates
School will maintain less than 1% expulsion rate	School will maintain less than 1% expulsion rate	All students	All		Expulsion rate less than 1% <i>(Goal Met to date)</i>	Expulsion rate less than 1%	Expulsion rate less than 1%	State Priority #6 School climate as measured by pupil expulsion rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students, families, and school community will feel a sense of connectedness	Continue and increase communication efforts, family and community outreach, parent involvement in all key operations and programs	All students	All		Increased positive feedback on school stakeholder surveys <i>(Pending Survey)</i>	Increased positive feedback on school stakeholder surveys	Increased positive feedback on school stakeholder surveys	State Priority #6 School climate as measured by school connectedness
All students will have 100% access to a broad course of study	Students including all student subgroups will have access to academic and educational programs as outlined in the school's charter	All students	All		100% access	100% access	100% access	State Priority #7 Course Access to a broad course of study
Entering 9 th graders identified as high need, at-risk, or those with leadership potential through placement assessments, standardized scores, and teacher/counselor recommendations will participate in the Dolphin	Incoming student participation in Dolphin Leadership Academy for intervention and enrichment	All students	All		100% participation <i>(Identify & Enrollment of 90 or more students)</i>	100% participation	100% participation	State Priority #8 Pupil outcomes-Summer bridge

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Leadership Academy summer transition program								
Intervention and support for students with credit deficiencies will be provided beyond the academic year	Summer school opportunities provided for students who need to retake course for high school completion or college entrance	All students	All		95% participation and completion	95% participation and completion	95% participation and completion	State Priority #8 Pupil Outcomes-Summer school for credit recovery
All students will have access to ELA intervention	Students will be placed correctly in ELA courses and access support and intervention early in the school year	All students	All		5% increases in course pass rate <i>(Needs a different measurement – of those kids taking Lit success are also passing English class?)</i> *****See Below*****	5% increases in course pass rate	5% increases in course pass rate	State Priority #8 Pupil Outcomes-ELA intervention

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
All students will have access to Math intervention	Students will be placed correctly in math courses and access support and intervention early in the school year <i>Math Lab, Tutor, Online Study Center</i>	All students	All		5% increases in course pass rate	5% increases in course pass rate	5% increases in course pass rate	State Priority #8 Pupil Outcomes Math intervention
					<i>*****Lit Success 88 Students English 9 - 708 Students 92% pass rate</i>			

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- 8) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals.

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
100% of all teachers are fully credentialed and appropriately placed	State Priority #1 – Basic Services Teachers	Staffing of instructional program	Schoolwide	Review of all teacher credentials and master schedule	\$11,827,000	\$12,300,000	\$12,792,000
All students have access to standards aligned-instructional materials	State Priority #1 – Basic Services Instructional materials	Instructional and supplemental materials aligned to the Common Core State Standards	Schoolwide	Instructional and supplemental materials	\$472,000	\$496,000	\$525,000
All school facilities are maintained and in good repair; ensure a safe and healthy educational environment	State Priority #1 Facilities	Supervision and staffing of custodial staff Security staff (additional) Improve quality of air on campus through clean air handlers and maintenance School safety	Schoolwide	Condition of campus and classrooms Additional security staff CapEx budget and campus conditions	\$1,170,000	\$1,230,000	\$1,290,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		camera/surveillance system					
PCHS will fully implement CCSS in ELA and Math	State Priority #2 Implementation of Common Core State Standards	Teachers will participate in CCSS professional development, conferences, and training Release time for PLC/SCL curriculum planning Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SCL coordination, data, EL, math, and literacy)	Schoolwide	PLC/SLC notebooks Workshop and conference agendas, PLC/departmental share outs	\$81,000	\$85,000	\$90,000
PCHS will provide opportunities for parent involvement	State Priority #3 Parent Involvement	School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology)	Schoolwide with a focus on high needs families	Outreach efforts including communication to parents and parent involvement in decision making Responses on Columbia Schoolwide Satisfaction	\$2,700	\$3,000	\$3,250

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program		Survey			
All students including significant subgroups will meet or exceed growth targets set by the state	State Priority #4 Student Achievement as measured by State assessments (ELA literacy/Math) and API	1) PCHS teachers will participate in professional development 2) Class size reduction efforts to initially focus on targeted, high needs classes; plan for schoolwide reduction 3) Increase student access to technology and training on online assessments through improved technology access and upgrades, expansion of 1:1 iPad program to grade 10 4) EL Coordinator to support specific program needs and implementation of EL Master Plan 5) Support programs (TVN, FUN, PIQE, MESA)	Schoolwide	1) Professional development rosters 2) Class enrollment reduced in targeted ELA/Math classes 3) Improved pass rate ELA/Math classes with traditionally low pass rates 4) More reliable and stable tech infrastructure, 5) iPad program expansion 6) EL Coordinator 7) Program involvement (TVN, FUN, PIQE, MESA)	Phase 1/CSR Priority classes 4.5 additional FTE Technology \$300,000 iPad expansion \$250,000 \$50,000	Continued goal to be refined As needed to address varying tech needs \$250,000 \$50,000	Continued goal to be refined \$50,000
Students are on track to be college and career ready	State Priority #4 Student Achievement measured by College and Career preparation	Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities	Schoolwide with a focus on high needs students	Established partnerships and programs results, level of students involvement and success rate	\$50,000 w/additional support from fundraising	\$50,000 w/additional support from fundraising	\$50,000 w/additional support from fundraising
Students are on track to be	State Priority #4 Student	Develop and implement a system to measure post-secondary	Schoolwide	Established metric to track annual progress	\$10,000	\$10,000	\$10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
college and career ready	Achievement measured by College and Career preparation	school success (continuation/completion/career)					
School will maintain high ADA rate	State Priority #5 Student engagement as measured by school attendance rates	Attendance Personnel/training Intervention counseling for students with attendance concerns	Schoolwide	Attendance records Intervention participation and success rate	\$350,000	\$370,000	\$385,000
School will graduate 90% or more of persisting seniors	State Priority #5 Student engagement as measured by 1) High school dropout rates 2) High school graduation rates	Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS) Providing access to online courses and alternative high school programs such as Independent Studies and Temescal Academy	Schoolwide with a focus on high needs students	Student participation in counseling programs Participation and completion rates of alternative programs	(in earlier section)	(in earlier section)	(in earlier section)
School will reduce suspension rates and maintain low expulsion rate	State Priority #6 1) Pupil suspension rates 2) Pupil expulsion rates	Discipline Deans staffing	Schoolwide	Discipline and expulsion records	\$380,000	\$400,000	\$420,000
Continue and increase communication efforts, family and	State Priority #6 School Climate as measured by school connectedness	Support for website, development, and outreach Website Infinite Campus	Schoolwide	Increased outreach as evidenced from school postings, attendance/participation at meetings held,	\$50,000 covered from LCAP and multiple sources	\$50,000 covered from LCAP and multiple sources	\$50,000 covered from LCAP and multiple sources

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
community outreach, parent involvement in all key operations and programs		Schoology Survey Monkey Constant Contact Columbia School Satisfaction Survey		responses to Columbia Schoolwide Satisfaction Survey	(Covered earlier in budget)	(Covered earlier in budget)	(Covered earlier in budget)
Students including all student subgroups will have access to academic and educational programs as outlined in the school's charter	School Priority #7 Course Access Increased student access to academic and enrichment courses	1) Additional Math, Engineering, Science Achievement (MESA) classes 2) Expansion of STEAM classes/STEAMshop	Schoolwide	Master schedule Course rosters/student enrollment 3 ADDITIONAL CLASSES \$40,000 (\$13K PER CLASS)	Three additional classes \$40,000 (Approximately \$13K PER CLASS)	Two Additional classes \$66,000 (\$13K PER CLASS)	Maintain programs - Assess needs For growth
Incoming student participation in Dolphin Leadership Academy for intervention and enrichment	State Priority #8 Pupil Outcomes	Provide summer bridge program	Schoolwide with a focus on high needs/at risk incoming 9 th graders	Student participation Participants' grades and attendance throughout high school compared	\$25,000	\$27,000	\$30,000
Summer school opportunities provided for	State Priority #8 Pupil Outcomes	Provide summer school option for credit recovery	Schoolwide	Student participation and course completion	\$75,000	\$80,000	\$85,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students who need to retake course for high school completion or college entrance							
Students will be placed correctly in ELA courses and access support and intervention early in the school year	State Priority #8 Pupil Outcomes	1) Administer ELA placement exam for incoming 9 th graders 2) Provide literacy classes with support from academic coach 3) Expand and promote tutoring options/Study Center and 7 th period office hours with teachers	Schoolwide	Placement test results Course rosters Grade reports (5, 10, 15 wk) Study Center tutoring schedule (expanded hours)	\$25,000 for Tutors	\$40,000	\$50,000
Students will be placed correctly in math courses and access support and intervention early in the school year	State Priority #8 Pupil Outcomes	1) Administer math placement exam for incoming 9 th graders 2) Offer redesigned algebra course with built-in support 3) Expand and promote tutoring options/Study Center and 7 th period office hours with teachers	Schoolwide	Placement test results Course rosters Grade reports (5, 10, 15 wk) Study Center tutoring schedule (expanded hours)	\$25,000 for tutors (same as above)	\$40,000 (same as above)	\$50,000 (same as above)

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All teachers are fully credentialed and appropriately placed	State Priority #1 – Basic Services Teachers	English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies	Schoolwide	Credentials review Refresher Professional Development	\$6,000	Future Costs	Future Costs
All EL students will gain academic content knowledge through state adopted academic content and performance standards	State Priority #2 Implementation of Common Core State Standards -EL students and academic content knowledge	English Learners: All teachers of English Learners, EL, and RFEP will participate in professional development on implementation of the EL Master Plan and Common Core State Standards	Schoolwide	EL Coordinator and assistant Professional development agendas and participation	\$10,000 Costs shared with funds from Common Core implementation budget	\$10,000	\$10,000
PCHS will provide opportunities for parent involvement	State Priority #3 Parent Involvement	English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually	Schoolwide		\$31,000 -PIQE	\$33,000	\$35,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Low income youth: Outreach and Title I Parent Meetings held at least twice annually</p> <p>Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed</p> <p>Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually</p>					
<p>All students including significant subgroups will meet or exceed growth targets set by the state</p> <p>EL students will be reclassified as Fluent English Proficient annually</p>	<p>State Priority #4 Student Achievement as measured by State assessments (ELA literacy/Math) API College and Career Ready EL Progress EL Reclassification AP Exam Passage Rate College Preparedness/EAP</p>	<p>English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic counselors tracks performance data and provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth</p> <p><u>Other supports:</u> Study</p>	Schoolwide EL students		\$49,000	\$51,000	\$53,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program	High needs/low income students Foster Youth Students with Disabilities				
School will maintain high ADA rate	State Priority #5 Student engagement as measured by school attendance rates	Attendance office in coordination with AA Team provides attendance counseling/intervention	Schoolwide	Intervention meeting rosters and agendas Maintain/increase ADA	\$350,000	\$370,000	\$385,000
Dropout rate will improve annually	State Priority #5 Student engagement as measured by	English learners and Reclassified English Learners, Low income youth,	Schoolwide	Counseling participation rates Improved completion and	\$40,000 in addition to current budgeted amt.	Continue positions added in 2014-15; assess needs	Continue positions added in 2014-15; assess needs

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	1) High school dropout rates 2) High school graduation rates	Foster youth, and Students with Disabilities Counseling services including crisis counselor/consultant and Education Related Mental Health Services Alternative education programs: Independent Studies and Temescal Academy		drop-out rates	Additional .5 counseling position \$30,000 (Temescal Academy and IS covered in other sections)		
School will reduce suspension rates and maintain low expulsion rate	State Priority #6 1) Pupil suspension rates 2) Pupil expulsion rates	English learners and Reclassified English Learners, Low income youth, Foster youth, and Students with Disabilities Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services	Schoolwide	Counseling participation Improved suspension and dropout rates	Same as above	Same as above	Same as above
Continue and	State Priority #6	Position dedicated to	Schoolwide	Increased	Same as above	Same as above	Same as above

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
increase communication efforts, family and community outreach, parent involvement in all key operations and programs	School Climate as measured by school connectedness	website updates, parent liaison, community and development outreach		communication and parent/community involvement			
Students including all student subgroups will have access to academic and educational programs as outlined in the school's charter	School Priority #7 Course Access	<p>English learners and Reclassified English Learners, low income youth, foster youth, students with disabilities:</p> <p>Reduction in class size in targeted, priority classes (ELA and Math)</p> <p>Gradual schoolwide class size reduction Expand course offerings in STEM/STEAM electives</p> <p>1:1 iPad program provides personal device for each 9th</p>	Schoolwide		iPad-\$81,000 Transportation-\$69,300 MESA \$26,000 Math Classes-\$81,250 Add'l CSR - \$419,000	Assess after 2014-1015	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>grader; expand program to include an additional grade each year to promote critical thinking, creativity, collaboration, digital citizenship and productivity</p> <p>Low income youth: Transportation scholarships provided to students in need of financial assistance</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students have access to intervention, support, and remediation to support achievement	State Priority #8 Pupil Outcomes	<p>English learners and reclassified English learners, low income youth, foster youth, students with disabilities:</p> <p>Dolphin Academy summer bridge program Summer School for credit recovery Independent Studies option Temescal Academy Study Center</p>	Schoolwide	Class rosters Master schedule iPad distribution and survey Summer program enrollment and completion rate IS and Temescal enrollment and completion rate	Costs listed in other areas	Costs listed in other areas	Costs listed in other areas

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Students will have access to correctly in ELA and Math intervention	State Priority #8 Pupil Outcomes ELA and Math intervention	<p>English Learners and Reclassified Learners: EL Coordinator determines intervention needed including tutoring, support classes, and credit recovery options</p> <p>Low income youth: Counselors determine intervention needed including tutoring, support classes and credit recovery options</p> <p>Foster youth: Counselor to assess and coordinate tutoring, support classes, and program assistance for credit recovery</p> <p>Students with disabilities: Case carrier assesses intervention needs including but not limited to tutoring, support classes and credit recovery options</p>	Schoolwide		Costs listed in other areas	Costs listed in other areas	Costs listed in other areas

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Palisades Charter High School (PCHS) has identified approximately \$630,000 in additional funding to support high needs students in 2014-2015. In addition to existing expenditures for these students, PCHS had identified \$106,000 for intervention programs (Summer School & Summer Bridge). High needs students failing Math classes have been addressed with additional math courses and MESA period for students-\$107,500. Providing iPads for high needs students in 2014-15 amounts to \$81,000. Our Temescal Academy, which provides individualized intervention in a separate facility is in need of capital, textbook and technology equity for their students-Total Cost of this initiative is \$96,400. Providing additional scholarships to our economically disadvantaged students is another priority in 2014-2015; an additional amount of \$69,300 has been set aside to serve these students and improve ADA as well. Safety of our high needs students has also been included in our Capital plan which allocates \$40,000 to this area. Our EL population will benefit from added programs and services totaling \$67,000. EL Parents will benefit from PIQE parent support of \$31,000, Our African-American population will also see the expansion of services totaling \$20,000. Other programs, such as technology for our free & reduced students to access the student application program total approximately \$12,000.

D. 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). 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). 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.

This section will be populated once prior sections are finalized, base and supplemental expenditures are fully identified and coded in the current year budget, and investments for FY 14-15 are confirmed. Additional assessment of 2014-15 plans and budget allocations is needed.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.